British Study Centres Group (BSC) has been established for over 80 years. We have been at the forefront of providing language and teacher training courses since 2003, winning industry recognition for the quality of our student-centred service.

Our clients not only include individuals, but also international private schools, universities, local education authorities and Ministries of Education. We offer a wide range of courses catering to the needs of UK and overseas teachers, whether they are experienced or exploring a new career.
With a variety of study locations, as well as in-country and online options, we are sure to have a solution that meets your needs.

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British Study Centres offer a wide range of courses to suit each level of aspiring or practising language teacher. Whether you are looking for a Cambridge CELTA certificate, or to complement your experience with a two-week methodology course, we can help you attain the skills you need for your chosen career path and prepare you to adapt to an ever-changing market.

Open courses have the added benefit of allowing you to study alongside fellow professionals from all over the world. The classroom and the training extend far beyond the school as you will be able to share ideas from an international peer group.
CELT A courses in London, Oxford, Manchester, York & Edinburgh

Intensive and part-time CELTA courses for those wishing to teach in the UK or abroad.

CELT A is the starting point for a career in English language teaching anywhere in the world. The Cambridge-accredited course is also suitable for experienced teachers who want to consolidate their core skills and gain a globally-recognised qualification.

Your passport to teaching English
Over 15,000 people successfully complete their CELTA every year. The course is recognised by employers worldwide. We offer a high level of personalised service by trained and experienced professionals in a friendly and relaxed atmosphere.

Teaching Practice
The course is taught and assessed through practical classroom teaching of real students. Under the guidance of your tutor, you will spend each afternoon either teaching students or observing your peers. Course time is set aside for the preparation of these lessons and your tutor will assist and guide you throughout your time with us. You will gain experience in teaching at two distinct levels.

Methodology of Language Teaching & Learning
This involves the analysis and appreciation of various methods, styles and strategies for both language teaching and learning. You are also introduced to a range of teaching aids and classroom management techniques.

Language Awareness
Trainees learn to analyse the meaning, form and pronunciation of English grammar, words and phrases. Language analysis is always linked to the practicalities of helping students understand and use language for accurately and effectively.

Classroom Observation
The course includes six hours of observations of experienced teachers, including at least three hours of live classroom observation.

Written Assignments
Candidates need to complete 4 written assignments which range from formal language analysis to a study of teaching materials. They are graded on a pass or fail basis and candidates must pass 3 out of 4 assignments.

Incredibly rewarding – helping others learn

OVER
1,000
teachers trained on CELTA courses since 1997

OVER
50
countries worldwide employ our CELTA graduates
4-week Intensive CELTA Sample Timetable

Please note that this is the outline of a typical course. Different schools have different schedules.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45-13:00</td>
<td>Foreign Language Lesson. The Role of the Teacher &amp; Classroom Management</td>
<td>Presenting New Language</td>
<td>Lexis 1: Types of Words &amp; Conveying Meaning</td>
<td>Language Analysis: Concept Checking</td>
</tr>
<tr>
<td>13:00-13:30</td>
<td>Supervised Lesson Planning</td>
<td>Supervised Lesson Planning</td>
<td>Supervised Lesson Planning</td>
<td>Supervised Lesson Planning</td>
</tr>
<tr>
<td>14:30-16:30</td>
<td>Teaching Practice</td>
<td>Teaching Practice</td>
<td>Teaching Practice</td>
<td>Teaching Practice</td>
</tr>
<tr>
<td>16:45-17:30</td>
<td>Feedback</td>
<td>Feedback</td>
<td>Feedback</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

Eligibility
Candidates should be 18 or over by the start of the course, and have a level of education sufficient to enter university. We also check candidates’ language awareness, and competence in written and spoken English. A minimum English level of C1 (CEFR) or higher is necessary for the CELTA course.

Post-Interview
Once you have been accepted onto a course, you will need to pay a deposit to confirm your enrolment. We ask that you pay the balance of the course fees a minimum of ten working days before the start of the course, or by the day of your interview if this is later.

Enrolment Procedure
If you wish to apply for a place on the course, please download and complete the application form. Places are allocated on the basis of individual interviews. If you are based overseas or live some distance from the school, we are happy to arrange Skype interviews. Due to the high demand for our courses we encourage candidates to return completed application forms as soon as possible.

Assessment
Assessment is made on a continuous basis; there is no final exam. Particular emphasis is given to teaching appropriate lessons effectively. Candidates are assessed regularly and kept up to date with their progress throughout the course during scheduled tutorial sessions. Final assessment is made on three main areas: Professional Development, Written Assignments and Teaching Practice. Final grades are reviewed by an external assessor, and confirmed by Cambridge English. There are three pass grades – Pass, Pass ‘B’ and Pass ‘A’.

Interview
Candidates should allow up to one hour for the interview. As part of the interview, you will be given some language awareness tasks. This is designed to help us assess your ability to analyse language. It is not a test of your knowledge of grammar rules. We will also give you some tasks to take home and complete so that you are fully prepared for the start of the course.

Job Opportunities
On each course, our tutors give a Professional Development session which gives advice and suggestions to those looking for their job as language teachers in the UK or overseas. Depending on the needs of the trainees, the session can include ideas for finding suitable jobs on the market, CV advice and things to consider when searching, applying and accepting work abroad. Furthermore, we provide successful trainees on our CELTA courses the opportunity to attend an interview to work as a Teacher & Activities Leader (TAL) at our residential junior courses in the spring and summer months.

Part-Time CELTA Courses
For those who would like to combine taking the CELTA course and having full-time employment, we have a part-time option too. The course covers the same syllabus and follows the same assessment guidelines as the intensive course.

Please note that there is a live observation component to the course. The observation(s) can be organised to take place at a convenient time in the morning. However, should this pose difficulties, evening observations can be arranged.

- Available in: London Hampstead, Oxford, Manchester, Edinburgh
- Course duration: 11-16 weeks
- Total input: 120 hours

Blended CELTA Online
The Cambridge CELTA online course is a blended learning programme that combines collaborative online study with face-to-face teaching practice.

Collaborative online study means that trainees must complete assignments, online tasks and units on time, but can work flexibly, where and when it suits them to carry out the work. There’s also quite a lot of community work, including forums and live rooms, that helps trainees feel part of a group.

The lesson planning, teaching practice, evaluation and feedback on the course is face-to-face, and trainees have the same experience as trainees who opt for the CELTA course with the face-to-face classroom study.
Delta courses in Oxford, Manchester & Edinburgh

The Cambridge Diploma in TESOL (Delta) is for experienced English language teachers who want to take their expertise to the next level.

**Course Requirements**
Cambridge English specifies that all candidates must:
- Attend the whole course.
- Teach a minimum of six classes, at least five of which will be observed by tutors.
- Complete 10 hours of directed observation of experienced teachers, including at least five hours of live observations.
- Maintain and submit a portfolio of all course work and related documentation, including all materials relating to the teaching assignments.
- Carry out all assignments in accordance with regulations and submit assignments to the centre for assessment by dates specified.

**Course Delivery**
The course includes teaching observations and assessments, with in-depth feedback and tutorials to help you hone your skills. If you regularly teach English language in or near Manchester, Edinburgh or Oxford, our trainers can observe and assess you teaching your own classes in your school. Alternatively, in Edinburgh only, there are regular classes at our school which you can teach for practice and assessment throughout the course.

**Why take a Delta?**
Delta helps you to develop as a teacher by deepening your knowledge and understanding of the principles behind your practice, and mastering a wider range of techniques and teaching methods.

Delta is known and respected worldwide as the mark of an expert English language teacher, and is a key qualification for a career in academic management, teacher training or materials writing. This challenging course will test and hone your teaching skills, as well as your theoretical grasp of the principles underlying your work. The vast majority of Delta graduates feel it has made them far better teachers, as well as opening up new possibilities in their careers.

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<th>Where</th>
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<td>Duration</td>
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Timetable: see website

Delta is for teachers with at least one year’s experience. It’s suitable for teachers in any context, working with any age range – young learners, teenagers or adults.

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The Cambridge Diploma in TESOL (Delta) is for experienced English language teachers who want to take their expertise to the next level.

Resources
• A library is available at the school for all Delta candidates to use.
• A reading list is provided; you will probably want to buy some books for your own use. You will need to read very extensively during the course.
• Computers, printing and copying facilities, and a range of teaching equipment and stationery are provided at the school.

Enrolment Procedure
If you wish to apply for a place on the course, please download and complete the application form. Places are allocated on the basis of individual interviews. If you are based overseas or live some distance from the school, we are happy to arrange Skype interviews. Due to the high demand for our courses we encourage candidates to return completed application forms as soon as possible.

Assessment Delta
The complete Delta course includes three modules. All our schools offer an integrated course preparing for all three modules; in Edinburgh the modules can also be taken separately or in any combination.

Module 1
Your knowledge and understanding are tested in a written examination, with two papers each lasting 90 minutes. The exam is set twice a year, in June and December; you can postpone or re-take the exam if you need to.

Module 2
During the course you will complete a portfolio of five assignments, each of which includes both academic essays and practical teaching. Your written work and teaching practice are assessed internally by your tutors, and externally by Cambridge English.

Module 3
An extended written assignment on a specialist area of your choice. Your assignment will include a course designed for your chosen class, and an essay describing and justifying the design of this course. Module three papers are accepted for assessment twice a year, in June and December; you can postpone your submission or resubmit your essay (once) if necessary.

Part-time Delta Sample Timetable
The timetable will vary between schools, and depending on the course format.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1st Session</th>
<th>2nd Session</th>
<th>Assessment Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology Connected speech</td>
<td>Error Why do students make mistakes?</td>
<td>M1 Exam</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Phonology Word &amp; sentence stress</td>
<td>Course planning Needs analysis</td>
<td>M2 Language Essay</td>
</tr>
<tr>
<td>Week 3</td>
<td>Speaking Skills &amp; strategies</td>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Speaking How to improve students’ speaking</td>
<td>Grammar Inductive &amp; deductive approaches</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Learning styles</td>
<td>Grammar Focus on form vs focus on forms</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Writing Product, process &amp; genre</td>
<td>Grammar Noticing</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>English in the world (Lecture)</td>
<td>Introduction to the written exam</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>How to plan a skills lesson</td>
<td>Style, register &amp; variety</td>
<td>M2 Skills essay</td>
</tr>
</tbody>
</table>
Primary Methodology & Language

This two-week course is aimed at non-native English teachers, teacher trainers and inspectors in the Primary Sector (children aged 6-11).

Objectives
The course enables participants to:
• Gain confidence in using the English language
• Reflect critically on current language teaching methodology
• Share ideas and develop as teachers.
• Extend their awareness of the principles and practice of teaching to young learners.
• Evaluate and explore materials and resources for younger learners

Course Content
The content of each course will vary according to the particular needs, teaching context and interests of the group. However, there are standard components that will be taught throughout the course. These are: ELT methodology, language analysis, language input, a visit to a UK primary school (this only applies to courses taking place during term time and we cannot guarantee visits in the final week of a school term), projects and research followed by presentation.

Sample Timetable
Please note that this is the outline of a typical course. Some units may in content.

<table>
<thead>
<tr>
<th>Where</th>
<th>London Hampstead, Oxford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Lessons/week</td>
<td>20</td>
</tr>
<tr>
<td>Total input</td>
<td>41.6 hours</td>
</tr>
</tbody>
</table>

Methodology
Each session employs current language teaching methodology to reflect participants’ classroom practice. Each session contains language instruction and pedagogic practice. Participants work with all four skills with particular emphasis on speaking and listening.
Advanced Language & Methodology

Designed to raise and consolidate awareness of the principles and practice of teaching English to secondary school students and adult learners.

**Preparation**
Participants are asked to complete a detailed pre-course questionnaire about their background, experience, language level and current teaching or teaching related position. As each course is tailor made to the needs each group so that maximum benefit is gained by each participant, the pre-course information forms a crucial part of the overall design of the course, enabling us to prepare a bespoke programme.

**Objectives**
This two week programme is aimed at non-native English speaking teachers, teacher trainers and educational inspectors. The aim of the course is to raise and consolidate participants’ awareness of the principles and practice of teaching English to secondary school students and adult learners. By the end of the course we aim to build participants’ confidence in their own English language skills and to increase their knowledge and awareness of English language teaching and methodology.

Above all, it is an essentially practical course designed to equip participants with the ideas and materials which they can use in the classroom once they return to their respective countries.

**Methodology**
During the course, participants are exposed to wide range of language teaching practices and methodologies. This can include the following: working with advanced lexis; an inductive approach to grammar; developing writing skills; developing reading skills; exploiting the interactive whiteboard; testing and syllabus design, as well as an in depth approach to teaching speaking and listening skills. Participants are encouraged to share ideas with their peers and our trainers. In addition, all participants are welcome to use our comprehensive range of materials and resources including student library, computer room, wireless and interactive whiteboards.

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### COURSE DETAILS

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Where</strong></td>
<td>London, Oxford, Manchester</td>
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<td>2 weeks</td>
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<tr>
<td><strong>Lessons/week</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total input</strong></td>
<td>32.2 hours</td>
</tr>
</tbody>
</table>

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### Sample Timetable

Please note that this is the outline of a typical course. Some units may vary in content.

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<tr>
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<th>FRIDAY</th>
</tr>
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<tbody>
<tr>
<td>09:15-10:25</td>
<td>Orientation &amp; introduction</td>
<td>Teaching grammar communicatively</td>
<td>Designing projects</td>
<td>Advanced lexis</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>A reflective approach: learning journals</td>
<td>Lexis: collocation, connotation &amp; context</td>
<td>Exploiting authentic materials</td>
<td>An inductive approach to grammar</td>
<td>Receptive skills: reasons to read</td>
</tr>
<tr>
<td>12:20-13:10</td>
<td>Language improvement</td>
<td>Language improvement</td>
<td>Language improvement</td>
<td>Language improvement</td>
<td>Language improvement</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>10:45-12:00</td>
<td>Writing as a process</td>
<td>Exploiting literature for the classroom</td>
<td>Materials evaluation</td>
<td>Syllabus design</td>
<td>Recycling lexis</td>
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<td>12:20-13:10</td>
<td>Language improvement</td>
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<td>Language improvement</td>
<td>Language improvement</td>
<td>Course feedback &amp; evaluation</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Primary CLIL

Designed to improve teachers’ skills, when expected to deliver elements of their curricula in English and develop younger learners’ language skills.

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Where</th>
<th>London Hampstead, Oxford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Lessons/week</td>
<td>20</td>
</tr>
<tr>
<td>Total input</td>
<td>32.2 hours</td>
</tr>
</tbody>
</table>

**Objectives**

This two-week programme is aimed at Primary school teachers, teacher trainers and inspectors who have to, currently or in the future, deliver lessons in other subjects using English at Primary level. The aim of the course is to introduce a range of possibilities within the Primary curriculum to develop language skills in the younger learner while developing their knowledge base. We also show how published and authentic materials can be adapted for CLIL lessons.

**Methodology**

During the course, participants are exposed to a range of activity types and resources. This can include the following: demonstrations of lessons using CLIL methodology; adapting and exploiting materials in the context of Primary CLIL; a focus on Phonics and also the development of language teaching techniques transferable to the Primary CLIL context. The course includes daily practical sessions on preparing Primary CLIL micro lessons and, in the second week, delivering these micro lessons to your trainer and peers in order to put learned methodology and new ideas to practical use straight away.

**Follow-Up**

All participants are encouraged to maintain contact with their colleagues from the course and to establish contacts with teachers from other countries and regions to share experiences and difficulties encountered. Also, participants should work on adapting and creating materials for use in the provision of Primary CLIL lessons.

**Sample Timetable**

Please note that this is the outline of a typical course. Some units may vary in content.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the course</td>
<td>Comparing curricula</td>
<td>Preparation for micro lessons</td>
<td>Primary science &amp; CLIL</td>
<td>Puppets in CLIL</td>
</tr>
<tr>
<td></td>
<td>CLIL content, communication &amp; culture: making the link</td>
<td>Planning a CLIL module</td>
<td>Using TPR &amp; mime in CLIL</td>
<td>Activity types</td>
<td>Drama in the CLIL classroom</td>
</tr>
<tr>
<td></td>
<td>An integrated curriculum with video example</td>
<td>Preparation for micro lessons</td>
<td>Materials selection &amp; adaptation</td>
<td>Preparation for micro lessons</td>
<td>1:1 tutorials</td>
</tr>
<tr>
<td></td>
<td>14:50-16:35 Social programme with tutor</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creating language-rich environments</td>
<td>IWB training</td>
<td>Guided reading &amp; mini-books for CLIL</td>
<td>Storytelling &amp; CLIL workshop</td>
<td>Micro lesson presentations &amp; feedback</td>
</tr>
<tr>
<td></td>
<td>Phonics 1</td>
<td>Phonics 2</td>
<td>Preparation for micro lessons</td>
<td>Preparation for micro lessons</td>
<td>Micro lesson presentations &amp; feedback</td>
</tr>
<tr>
<td></td>
<td>Vocabulary games for CLIL</td>
<td>Revision &amp; assessment of CLIL lessons</td>
<td>Remedial language work</td>
<td>Remedial language work</td>
<td>Course evaluation &amp; farewells</td>
</tr>
<tr>
<td></td>
<td>14:50-16:35 Social programme with tutor</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Secondary CLIL

Aims to clarify the concept of CLIL* and focus on specific areas of language development for classroom management and instruction.

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Where</th>
<th>London Hampstead, Oxford, Manchester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Lessons/week</td>
<td>20</td>
</tr>
<tr>
<td>Total input</td>
<td>32.2 hours</td>
</tr>
</tbody>
</table>

**Objectives**

This two-week programme is aimed at secondary and Higher Education teachers, teacher trainers and inspectors. It is beneficial to teachers who are currently or in the future planning to deliver their subjects, such as Geography, Maths and Physical Education in English. The aims of the course are to clarify and ‘demystify’ the concept of CLIL and to focus on specific areas of language development for classroom management and instruction. We demonstrate teaching techniques which are transferable to a variety of subjects across the curriculum. We also show how published and authentic materials can be adapted for CLIL lessons.

**Methodology**

During the course, participants are exposed to a range of teaching practices and methodologies. This can include the following: demonstrations of lessons using CLIL methodology; adapting and exploiting texts in the context of CLIL; evaluation of published materials and resources and specifically tailored sessions on language improvement. The course includes daily practical sessions on preparing CLIL micro lessons and, in the second week, delivering these micro lessons to your trainer and peers in order to put learned methodology and new ideas to practical use straight away.

**Follow-Up**

All participants are encouraged to maintain contact with their colleagues from the course and to establish contacts with teachers from other countries and regions to share experiences and difficulties encountered. Also, participants should work on adapting and creating materials for use in the provision of CLIL lessons.

**Sample Timetable**

Please note that this is the outline of a typical course. Some units may vary in content.

### Week 1

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:10-10:25</td>
<td>Orientation &amp; Introduction.</td>
<td>Language improvement through CLIL: present verb forms</td>
<td>Phonology 1: word stress, sentence stress, rhythm</td>
<td>Language Improvement through CLIL: past verb forms</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Demonstration lesson(s) using CLIL methodology</td>
<td>Adapting &amp; exploiting texts in the context of CLIL</td>
<td>Receptive skills 1: listening</td>
<td>Methodology for presenting vocabulary</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:10-10:25</td>
<td>Phonology 2: the phonemic chart and sounds in connected speech</td>
<td>Language improvement: phrases with prepositions</td>
<td>Language Improvement through CLIL: future forms</td>
<td>Language Improvement through CLIL: passive voice</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Receptive skills 2: reading</td>
<td>Recording, recycling &amp; testing vocabulary</td>
<td>Ideas for speaking activities</td>
<td>Ideas for writing activities</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CLIL: Content and Language Integrated Learning*
Technology in the classroom

The aim of the course is to raise participants’ awareness of the principles and practice of the use of technology in language teaching.

Objectives
Aimed at teachers, teacher trainers and educational inspectors. The course increases participants’ knowledge and awareness of how technology can be used in class, and develops the practical know-how to enable them to successfully integrate technology into their daily teaching practice. By the end of the course we aim to build participants’ confidence in their own technology skills and to increase their knowledge and awareness of how technology can be applied in and out of the classroom. This is a practical course which equips participants with ideas, skills and materials which they can use and adapt to their own contexts.

Methodology
During the course, you will be exposed to a wide range of technology and given instruction on how to make the most of these tools to support a range of teaching styles and contexts. By the end of the course, participants will be able to, for example, create and exploit audio podcasts, produce and edit digital video, use digital storytelling apps, develop a PLN (personal learning network), set up and manage blogs, integrate digital games and mobile learning strategies, use a VLE (virtual learning environment) and create augmented reality content. Participants will also be better equipped to select, critically evaluate and apply these skills and technologies according to sound methodological principles.

Follow-Up
Teachers who have taken this course in the past have left with a wealth of new ideas and activities to try out in their own classrooms. All teachers who take the course are encouraged to stay in touch with each other in order to share ideas and resources.

Sample Timetable
Please note that this is the outline of a typical course. Some units may vary in content.

<table>
<thead>
<tr>
<th>COURSE DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>Lessons/week</td>
</tr>
<tr>
<td>Total input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>MONDAY</td>
</tr>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Mobile Learning &amp; Technology Integration Frameworks</td>
</tr>
<tr>
<td>Exploring the Hardware (Cameras, Interface, Audio Recording, Sharing Content between Apps)</td>
</tr>
<tr>
<td>Digital Content Curation Tools and CPD</td>
</tr>
<tr>
<td>Digital Games Theory. GBL vs Gamification</td>
</tr>
<tr>
<td>TUESDAY</td>
</tr>
<tr>
<td>Needs Analysis. Feedback and Comments</td>
</tr>
<tr>
<td>Digital Literacies and Digital Skills Development</td>
</tr>
<tr>
<td>Web Tools. Platforms (Android/iOS/Windows)</td>
</tr>
<tr>
<td>Adapting Authentic Digital Materials to Create Teaching Resources</td>
</tr>
<tr>
<td>Digital Games Hands-on</td>
</tr>
<tr>
<td>WEDNESDAY</td>
</tr>
<tr>
<td>Tech Tools. Hardware Choices</td>
</tr>
<tr>
<td>Blended/Flipped Learning</td>
</tr>
<tr>
<td>Designing &amp; Sharing Learning Resources Using Online Tools</td>
</tr>
<tr>
<td>Creating a Digital Presentation</td>
</tr>
<tr>
<td>Blogging 2. QR Codes, Augmented reality</td>
</tr>
<tr>
<td>THURSDAY</td>
</tr>
<tr>
<td>Social programme with tutor</td>
</tr>
<tr>
<td>Social programme with tutor</td>
</tr>
<tr>
<td>FRIDAY</td>
</tr>
</tbody>
</table>

| **Week 2**       |
| MONDAY           |
| Consolidation Challenge 1 |
| Video Editing Interfaces |
| Podcasting 1. Introduction to Software & Hardware |
| Geolocation & Multimedia 1. Project Design |
| Consolidation Challenge 2 |
| TUESDAY          |
| Digital Literacies and Digital Skills Development |
| Web Tools. Platforms (Android/iOS/Windows) |
| Adapting Authentic Digital Materials to Create Teaching Resources |
| TUESDAY          |
| Feedback & Problem Solving |
| Hands-on Video Production |
| Managing Multimedia Projects in the Classroom |
| Digital Storytelling |
| Course Review & Ideas for Future Study |
| WEDNESDAY        |
| Social programme with tutor |
| Social programme with tutor |
| FRIDAY           |
Modern British Culture

Aimed at secondary and higher education teachers wanting to integrate aspects of modern British life and contemporary culture into their classes.

**COURSE DETAILS**

<table>
<thead>
<tr>
<th></th>
<th>London Hampstead, Oxford</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>2 weeks</td>
</tr>
<tr>
<td><strong>Lessons/week</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total input</strong></td>
<td>32.2 hours</td>
</tr>
</tbody>
</table>

**Objectives**

The course enables participants to:
- increase their awareness of aspects of modern British life and culture
- reflect on their teaching knowledge and skills in the focus areas of this course
- source and analyse up-to-date authentic materials for use in their own classes
- build confidence in their own English language and develop their language awareness

**Methodology**

The course will include content drawn from a wide range of topics on contemporary British Culture. These topics, such as the arts and the media, will enable participants to gain a better understanding of aspects of modern British life and culture. The course is practical in nature. During the course, participants will be exposed to a range of teaching practices and methodologies which we will demonstrate and reflect on; highlighting transferable teaching techniques to assist participants in delivering cultural lessons on their return to their own professional environments.

**Preparation**

Participants are asked to complete a detailed pre-course questionnaire, which should be returned prior to the course. We ask you to select topic areas of most relevance to you so that we can best match the needs of each group and maximise the benefit gained by each participant. The pre-course information forms a crucial part of the overall design of the course. Admission prices for all visits are included in the course fee.

**Sample Timetable**

Please note that this is the outline of a typical course. Some units may vary in content.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:10-10:15</td>
<td>Introduction &amp; orientation</td>
<td>Examining popular culture – music, film &amp; TV</td>
<td>Cultural visit</td>
<td>An overview of the British education system</td>
<td>Exploiting literature with students – a novel approach</td>
</tr>
<tr>
<td>10:35-11:50</td>
<td>British culture &amp; etiquette – mind your manners!</td>
<td>Great British humour</td>
<td></td>
<td>The class system &amp; social mobility: birth or talent?</td>
<td>Colloquial language (slang &amp; idioms)</td>
</tr>
<tr>
<td>12:10-13:00</td>
<td>Developing students’ vocabulary (selecting, presenting &amp; recording vocabulary)</td>
<td>Pronunciation. English in Britain (regional accents &amp; variations)</td>
<td>Reflection</td>
<td>Exploiting authentic reading &amp; listening texts</td>
<td>Tutorials/self-study</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:10-10:15</td>
<td>Getting to know Great Britons: past &amp; present</td>
<td>British politics: Left, Right and Centre</td>
<td>Cultural visit</td>
<td>Immigration trends: is Britain full?</td>
<td>Brexit means Brexit? Is this goodbye? Developing speaking skills</td>
</tr>
<tr>
<td>10:35-11:50</td>
<td>The role of the Royal Family in modern Britain</td>
<td>The power of the British press: money &amp; influence</td>
<td></td>
<td>The welfare system – a helping hand</td>
<td>Final presentations</td>
</tr>
<tr>
<td>14:15-16:35</td>
<td>Social programme with tutor</td>
<td></td>
<td></td>
<td></td>
<td>Social programme with tutor</td>
</tr>
</tbody>
</table>
Teaching Knowledge Test (TKT) – future-proof global training

For teachers of English in primary, secondary or adult teaching, and for aspiring teachers of English who do not yet have a teaching position.

COURSE DETAILS

<table>
<thead>
<tr>
<th>Where</th>
<th>Manchester</th>
</tr>
</thead>
<tbody>
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<td>Duration</td>
<td>2 weeks</td>
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<td>Lessons/week</td>
<td>30</td>
</tr>
<tr>
<td>Total input</td>
<td>50 hours</td>
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</tbody>
</table>

Methodology

TKT is divided into 3 separate modules. Participants prepare for all on the course, but can take the test for modules that meet their needs. The core modules are designed to provide a foundation in the principles and practice of English language teaching.

Module 1: Language and Background to Language Learning and Teaching

This module builds participants’ knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at their disposal to cater for these learning factors.

Module 2: Lesson Planning and Use of Resources for Language Teaching

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Module 3: Managing the Teaching and Learning Process

This module tests participants’ knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Assessment

The three core modules can be taken together in one exam session or separately, in any order, over three sessions. Each module consists of a test of 80 objective questions, lasting 80 minutes, which require you to select the correct answer and mark this on a computerised answer sheet.

The course price includes the exam sessions for all three modules. We can offer this exam all year round, provided we have the minimum number of candidates, which is 4. A certificate is awarded for each exam taken.

Eligibility

There are no formal entry requirements. However, anyone wishing to take TKT is strongly advised to have at least an intermediate level of English level B1 on the CEFR e.g. PET or a band score of 4 in IELTS.

2-week Teaching Knowledge Test Sample Timetable

Please note that some sessions may vary in content depending on the needs of the group.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:15-10:15</td>
<td>Introduction &amp; Orientation TKT Module One Overview</td>
<td>Introductory Activities</td>
<td>Observation of an ELT Class at BSC</td>
<td>Teaching Approach: Text-based Presentation</td>
<td>Tutorials &amp; Self-study</td>
</tr>
<tr>
<td>12:10-13:00</td>
<td>The Differences between L1 &amp; L2 Learning</td>
<td>Common Ways of Presenting Language</td>
<td>Types of Activities &amp; Tasks for Language Development</td>
<td>Types of Activities &amp; Tasks for Language Skills Development</td>
<td>Selection &amp; Use of Resources</td>
</tr>
<tr>
<td>14:00-15:00</td>
<td>Describing Language (Grammar, Lexis, Phonology &amp; Functions)</td>
<td>Assessment Types &amp; Tasks</td>
<td>Describing Language (Grammar, Lexis, Phonology &amp; Functions)</td>
<td>Exam Tips &amp; Strategies</td>
<td></td>
</tr>
<tr>
<td>15:15-16:30</td>
<td>Teaching Approach: Guided Discovery</td>
<td>Review</td>
<td>Review</td>
<td>Exam Practice Module 1</td>
<td></td>
</tr>
</tbody>
</table>
Transformative Training – course design workshop

A workshop in Experience Design & positive psychology for teacher trainers.

COURSE DETAILS

<table>
<thead>
<tr>
<th>Where</th>
<th>Edinburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 weeks</td>
</tr>
<tr>
<td>Lessons/week</td>
<td>30</td>
</tr>
<tr>
<td>Total input</td>
<td>25+ hours</td>
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</tbody>
</table>

Transformative training is a course design workshop in applying positive psychology to create teacher training courses with a deeper and more lasting impact on participants’ passion, confidence, and dedication to their students.

Becoming a teacher is more than just learning how to teach. Trainees should learn to love their students, find long-term inspiration to develop, and feel at home in their new professional community. Teacher trainers are already experts in designing learning experiences that help course participants learn teaching skills. Transformative Training takes this to the next level, designing for experiences that help participants to transform, to develop their kindness, their attentiveness, and their passion - to become teachers.

Applied psychology

This branch of applied psychology is still in its infancy, so designing for transformation remains more an art than a science – but there are dozens of tools, strategies and techniques that can help trainers start on the journey of touching trainees’ lives more deeply. The course draws on the research findings of Seligman, Csikszentmihalyi, Ryff and others, and explores their application to teacher training.

Course content

Transformative Training is a journey designed to challenge the beliefs and stretch the skills of trainers at any level of experience. The course offers an opportunity to re-imagine the design and delivery of teacher training courses, and re-examine the way we interact with trainees.

This workshop is for teacher trainers of any level of experience. It’s recommended that participants have at least some experience of delivering teacher training courses.

We will explore the design and psychology of personal transformation, and its application to teacher training, including:

• Strategies for forging and fostering friendship between participants;
• Ways to integrate participants into a wider community of alumni & teachers;
• Design tools to craft participants’ emotional journey before, during & after training;
• Narrative tools for course design, to build participants’ engagement & passion for teaching;
• Techniques for generating wonder and delight, to turn a challenge into an adventure.
General English with Teaching Methodology

For overseas teachers wishing to improve their own English and gain extra knowledge on the principles and practice of teaching young learners.

Objectives
The course enables participants to:
• gain confidence in using the English language.
• reflect critically on current language teaching methodology.
• share ideas and develop as teachers.
• extend their awareness of the principles and practice of teaching to young learners.
• evaluate and explore materials and resources for younger learners

Course Content
The morning part of the course follows the General English G20AM programme.
The afternoon will vary according to the particular needs, teaching context and interests of the group. However, there are standard components that will be taught throughout the course. These are: ELT methodology, language analysis, language input, a visit to a UK primary school (not late July-August). Participants will experience and reflect on different activities and techniques used in teaching English to primary students and have opportunities to evaluate and share ideas.

Methodology
Each session employs current language teaching methodology to reflect participants’ classroom practice. Each session contains language instruction and pedagogic practice.

Sample Timetable
Please note that this is the outline of a typical course. Some units may vary in content.

Week 1

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:15</td>
<td>Introduction</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Tour &amp; induction</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
</tr>
<tr>
<td>12:20-13:15</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
</tr>
<tr>
<td>14:15-15:15</td>
<td>Classroom language</td>
<td>Phonology</td>
<td>Grammar activities.</td>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>15:30-16:30</td>
<td>Vocabulary</td>
<td>Using drama</td>
<td>Games for learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week 2

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:15</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
<td>General English</td>
</tr>
<tr>
<td>12:20-13:15</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
</tr>
<tr>
<td>15:30-16:30</td>
<td>Q&amp;A with a primary teacher</td>
<td>Using drama</td>
<td></td>
<td>Course evaluation &amp; farewell</td>
<td></td>
</tr>
</tbody>
</table>
All Overseas Teacher Development courses are eligible for Erasmus+ funding.

**Eligibility**

Under the European Union’s Erasmus + Lifelong Learning Programme, grants are available to enable teachers to participate in training courses in a country other than the country in which they normally work. The grants are available to school leaders, school teachers and school staff in primary, secondary, and tertiary education.

Currently, the programme is open to participants from the twenty-eight member states of the European Union.

Multilingualism is one of the key objectives of the Lifelong Learning programmes thereby enabling the following educators from the following categories to benefit from the programme.

- Qualified and practising teachers of an official language of the EU
- Trainers of foreign language teachers
- Teachers re-training as a foreign language teacher
- Primary school teachers whose responsibilities include teaching foreign languages
- Teachers of other subjects through the medium of a foreign language
- Language teachers re-entering the profession after a period away from teaching
- Inspectors or advisors in the field of language teaching

**Application Procedure**

Applying for an Overseas Teacher Refresher Course at British Study Centres and for EU funding:

- Select the course that you wish to apply for and discuss your intended application with the person in your school who is responsible for staff development and EU funding.
- Download the BSC application form; complete it and return to the relevant school making it clear that you intend to apply for EU funding. We will send a letter confirming your acceptance on the course and detailing the fees. Your organisation will need to refer to this letter within the application for funding. Please inform us of your application. As the host organisation we will help with any information regarding our course to enable the application form to be completed successfully.
- The applicant organisation needs to register as an applicant organisation on the European Commission Authentication Service (ECAS), if not already registered.
- Then the organisation needs to log into the Participant portal with their ECAS account details and register their organisation to obtain the unique Participation Code (PIC).
- When your organisation has the PIC number the online application for funding application form can be completed (at present there are only draft application forms).
- Inform us as soon as you receive the result of your funding application. Up until this point your place on the course is provisionally reserved. Once you confirm that funding has been granted we can enrol you on the course and send your invoice.
- Pay as soon as you receive the funds. Only once payment has been received can we confirm your place on the course and any accommodation booked.

**Application Advice**

Applications for Erasmus+ funding must be made through your school, organisation, training institute or university. You cannot apply individually.

The key areas are:

- Relevance of the project: How does the course relate to the priorities of the Erasmus + mobility project and meet the needs and objectives of the participating organisations and individual participants? How are high quality learning outcomes guaranteed? To what extent is the international scope of the participating organisation reinforced?
- Quality of the project design and implementation: How are the participants appropriately selected and prepared for the course? How does the course fit into the one/two year European Development Plan of the organisation? How are the learning outcomes recognised? How is the course being arranged, managed and supported?
- Impact and dissemination: What measures are being used to evaluate the success of the project? What is the impact of the project on the individual and the participating organisation? What dissemination will occur after the course?

**Can’t find the answer you need?**

We know you have lots of questions and we hope we’ve answered everything you need to ask. However, if the answer to your question isn’t here, please email us at: teacher.training@british-study.com
# Our courses at a glance

Find your best options with this easy-to-use guide

## TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience Level</th>
<th>Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELTA</td>
<td>Not required</td>
<td>-</td>
</tr>
<tr>
<td>TKT: Modules 1, 2 &amp; 3</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>TKT: YL</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>TKT: CLIL</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Delta</td>
<td>Modules 1 &amp; 3: Recommended Module 2: Required</td>
<td>-</td>
</tr>
<tr>
<td>Primary Methodology &amp; Language</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Primary CLIL</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Advanced Language &amp; Methodology</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Secondary CLIL</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Technology in the Classroom</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>Modern British Culture</td>
<td>Not essential</td>
<td>-</td>
</tr>
<tr>
<td>General English with Teaching Methodology</td>
<td>Not essential</td>
<td>-</td>
</tr>
</tbody>
</table>

I teach or want to teach adults

- CELTA: A springboard for those wishing to begin a teacher career in the UK or abroad.
- TKT: Provides teachers with a strong foundation in the core areas of teaching knowledge needed in the English language teaching classroom.
- Delta: For experienced teachers of English as a foreign or second language.
- Primary Methodology & Language: A course aimed at non-native English teachers, teacher trainers, and inspectors in the Primary Sector.
- Primary CLIL: For Primary teachers expected to deliver elements of their curriculum in English.
- Advanced Language & Methodology: Designed to raise and consolidate awareness of the principles and practice of teaching English to secondary school students and adult learners.
- Secondary CLIL: For Secondary subject teachers, such as Maths, Science, and History, who are already or will be teaching their curriculum in English in the future.
- Technology in the Classroom: Increases knowledge and awareness of how technology can be used in English language teaching.
- Modern British Culture: Aimed at secondary and higher education teachers who are interested in aspects of modern British life and want to integrate contemporary British culture into their classrooms.
- General English with Teaching Methodology: For overseas teachers wishing to improve their own English and simultaneously gain additional knowledge on the principles and practice of teaching.
TEACHING EXPERIENCE

CELTA
- Intensive
- Part-time
- Online
A springboard for those wishing to begin a teacher career in the UK or abroad.

Not required

TKT
Provides teachers with a strong foundation in the core areas of teaching knowledge needed in the English language teaching classroom.

- TKT: Modules 1, 2 & 3
- TKT: YL
- TKT: CLIL
Not essential

Delta
- Part-time, Modules 1, 2, & 3
For experienced teachers of English as a foreign or second language.

- Modules 1 & 3: Recommended
- Module 2: Required

Primary Methodology & Language
A course aimed at non-native English teachers, teacher trainers and inspectors in the Primary Sector.

Not essential

Primary CLIL
For Primary teachers expected to deliver elements of their curriculum in English.

Not essential

Advanced Language & Methodology
Designed to raise and consolidate awareness of the principles and practice of teaching English to secondary school students and adult learners.

Not essential

Secondary CLIL
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General English with Teaching Methodology
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Not essential

EXAMPLE 1:
Training for French School Inspectors
In February 2017, BSC Oxford in liaison with the French Educational Agents, SILC, organised a one-week bespoke course for French School Inspectors and Managers.

EXAMPLE 2:
Training for Dutch teachers
In May 2017, BSC Oxford and BSC London Hampstead worked collaboratively in partnership with MEDILEX to provide a two-day workshop for Dutch secondary and primary school teachers.

EXAMPLE 3:
Training for French primary teachers
In April 2017, BSC London Hampstead welcomed a group of French primary CLIL teachers to its teacher training department for one week. The teachers, who teach a variety of subjects through the medium of English, had a primary goal of developing techniques for teaching content through English e.g. maths, science, sport etc.
As one of the largest Teacher Training institutions in the UK, we have many years of experience in working with overseas Ministries and education providers. As well as offering programmes from our current course profile, we can also tailor programmes to meet the specific needs of your teachers. Specialist content can include visits and presentations at educational institutions, and input sessions that focus on particular areas. We have a wide range of experience, and work closely with clients to design and deliver programmes that allow future teachers to lead and inspire.

**Distant and Blended Learning**

We recognise that travelling to the UK or Ireland is not always possible or appropriate, so learning by distance and also blended learning delivery can be applied to most BSC courses.
How it works
This exciting project, funded by the South Korean Ministry of Education Science and Technology (MEST), provides selected participants with training sessions before and after their stay in the UK.

Whilst here, they receive methodology training sessions at British Study Centres in London before completing eight weeks practicum in a primary or secondary school, specially selected by Docetis International.

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.

Material 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
In 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.

What are the benefits?
There are numerous documented benefits to studying a language – and aspects of it – in its country of origin. On this course, participants focused on:

- 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

In January 2016, BSC London teamed up with Docetis International to provide training for South Korean Primary and Secondary school teachers.

Case study: specialist training
Our Koreans share their thoughts

The most significant thing for me was differentiation.
I always gave the same script to my students... I realise now I can give them differentiated instructions – this is the most important implication of this course for me.

Cho Rong, South Korea
BSC London & Docetis
Bespoke Teacher Training
Watching these fabulous teachers grow in confidence and develop both professionally and personally has been an absolutely amazing experience.

Choice Rong, South Korea
BSC London & Docetis
Bespoke Teacher Training

Language immersion
By attending General English classes during the programme and being fully immersed in the language throughout their stay, these very motivated and enthusiastic Korean teachers see huge development in their English. For me, it is rewarding to teach a new expression and learn that they have heard or re-produced it while on the streets of London, with their host families and/or English teachers and pupils at their practicum schools.

The English education system
It was wonderful for me and their mentors at the schools to share our policies and procedures, attitudes, behaviours and skills for highly effective teaching in British schools.

Research project
Participants were given the opportunity to research and observe an area of interest to them, such as assessment, student-centred learning or dealing with mixed-ability students. It was a very supportive and collaborative experience for all involved. The final presentations demonstrated a balance of theory and practical examples of techniques, activities and resources to incorporate in the classroom.

Teaching practice
It was a proud moment to see these teachers teach a variety of age groups, ability levels and in English with growing confidence. They took risks and experimented with newly acquired ideas and concepts in their lessons. They were praised for engaging learners through higher order thinking, encouraging them to use language to learn and communicate their thoughts and increasing our pupils’ cultural awareness of all things South Korean from K-pop, Korean legends to the Korean alphabet.

Nothing beats learning in the ideal environment.
Stimulating surroundings, fascinating colleagues, challenging ideas – it’s the perfect combination.

Self-reflection
One of the many highlights of this course was to see these teachers analyse and critically evaluate their own lessons. It gives me great satisfaction to see teachers accurately identify the strengths of a lesson and what could have been done differently to maximise learning opportunities for the pupils.

Culture
A cultural exchange such as this one allowed me, our primary and secondary pupils and teachers to interact with and learn from people who have a different educational background and participate in new and unique experiences. Cultural exchanges, such as this, encourage both parties to develop positive relationships with each other, understand a broader range of perspectives and develop the knowledge and skills needed for participation in our multicultural society.

Bespoke courses – get exactly what’s right for you

12 weeks total course length
4 weeks of theory
6 weeks of practicum

Cho Rong, South Korea
BSC London & Docetis
Bespoke Teacher Training
Case study: bespoke courses & workshops

Training courses for school teachers and adult educators across Europe.

EXAMPLE 1: Training for French School Inspectors
In February 2017, BSC Oxford in liaison with the French Educational Agents, SILC, organised a one-week bespoke course for French School Inspectors and Managers.

The aim of the course was to provide an in-depth introduction to the British Educational system as well as language improvement.

The course included visits to both primary and secondary institutions and the participants were able to meet the heads of these schools. Furthermore, they were given a talk by an OFSTED inspector about the inspection procedures and the criteria of evaluation.

EXAMPLE 2: Training for Dutch teachers
In May 2017, BSC Oxford and BSC London Hampstead worked collaboratively in partnership with MEDILEX to provide a two-day workshop for Dutch secondary and primary school teachers.

Importantly, the pre-course liaison facilitated methodology sessions directly relevant to the participants’ classroom practice.

Each session contained language instruction and pedagogic practice, providing participants with creative, interactive and meaningful teaching ideas and activities for immediate use in the classroom.

EXAMPLE 3: Training for French primary teachers
In April 2017, BSC London Hampstead welcomed a group of French primary CLIL teachers to its teacher training department for one week. The teachers, who teach a variety of subjects through the medium of English, had a primary goal of developing techniques for teaching content through English e.g. maths, science, sport etc.

The course included a visit to an Outstanding school in east London which included a tour of the school, attending assembly, a Q&A session with a member of Senior Management and observations of classes from nursery up to Year 6.

The course also included a social programme in the afternoons, such as a visit to the V&A Museum of Childhood and a visit to a bookshop to purchase suggested reference books and/or resources for use with their pupils.
Case study:
online IELTS course

BSC has designed a tailor-made 30-week online IELTS course for 100 Nazarbayev Intellectual School teachers.

Context
In line with education reform in Kazakhstan, by 2020, all high-school teachers are expected to deliver lessons to secondary school students in English in all subjects.

Delivery
This 30-week course is made up of 60 lessons (30 Webinar style lessons as well as 30 group lessons).

Each week the first lesson will be a webinar with Q&A on a particular topic, which will be followed up with homework and self-study to prepare for the group lesson, where this language will then be practiced.

Objectives
This course will raise and consolidate trainees' knowledge of the Academic IELTS exam and improve their general English language awareness and skills to help maximise the trainees' potential. All four parts of the exam – Listening, Speaking, Reading and Writing are covered in detail, and tips and techniques are introduced to help them demonstrate their language skills to the examiner.

We are delighted to have been chosen as an educational provider for this project

They will learn the language and skills necessary to be able to communicate effectively in English. It will show them how to make small talk and develop conversations how to check understanding, avoid misunderstandings and make sure one is understood.

Speaking
Talking about yourself and a range of familiar topics. Preparing and talking about a particular topic. Discussing abstract ideas and issues.

Listening
Understanding main ideas and detailed factual information. Understanding the opinions and attitudes of speakers. Understanding the purpose of an utterance and following the development of ideas.

Writing
Summarising and explaining the information on a graph, table, chart or diagram. Describing and explaining data, the stages of a process, how something works, an object or event. Writing an essay in response to a point of view, argument or problem.

Reading
Learning to deal with a variety of question types. Reading for gist, reading for main ideas, reading for detail. Skimming, understanding logical argument, recognising writers’ opinions, attitudes and purpose.

The aim of the course is to prepare teachers so they can achieve a score of at least 6.0 on their IELTS test.

This is just the first step of their training. Successful teachers will continue their training by taking part in our Continue Professional Development Courses both in the UK and online. At BSC, we are confident this specialised, structured online course represents an excellent ROI and most importantly will help participants achieve their goals.

Jack Prince
Business Development Manager
BSC Online
Bespoke CLIL: Maths Teachers
Secondary teachers from Kazakhstan

In November 2016, BSC London Central teamed up with Mathematics in Education and Industry (MEI) and Creative Education to provide 15 secondary Maths teachers with a bespoke course focusing on the implementation of Content and Language Integrated Leaning (CLIL) and Probability Theories.

How it works
This exciting programme, delivered in partnership with NIS Schools, is linked to the long-term educational vision for Kazakhstan 2020. One goal includes the application of teaching Maths and all science subjects in English in secondary schools across the country.

Whilst here, the participants were given the unique opportunity to experience a combination of subject enhancement, embedding English in Maths and CLIL methodology as requested by the in-country local educational authority.

UK education experts
MEI, who has worked to support Maths teaching and learning since the 1960s, contributed heavily to the course. A number of education specialists delivered training sessions on a variety of topics aimed at extending and enriching the pupils’ and participants’ knowledge of Mathematics within and beyond the UK national curriculum. MEI is a pioneer of innovative teaching and learning resources in the field, which as a result, helped participants to broaden their knowledge and expertise.

Training sessions
This multi-faceted course enriched the teachers’ knowledge of Maths primarily in Probability Theory principles with a focus on teaching gifted children in UK secondary schools.

The course was very useful. I learnt the principles of teaching Maths in English.

Materials
Course participants walked away with many practical Maths lesson ideas to implement into their own classroom. In addition, the trainers were happy to exchange materials and resource suggestions so that the teachers were able to cascade their new-found knowledge and ideas to colleagues back in their respective schools if they so wished.

Language improvement
Kazakh teachers over the two weeks developed their confidence in the 4 skills (Reading, Listening, Speaking and Writing) as all the sessions were delivered in English. There was also an implicit focus on subject-specific or specialist vocabulary. Participants’ awareness was raised to the common types of functional language and grammatical structures needed to accurately and fluently solve Maths problems in the classroom.

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Dedicated Teacher Training centres

Centrally located centres in the most exciting cities in the UK. At BSC we have successfully helped thousands of British and overseas teachers to further their English language teaching careers.

Studying in the UK, also provides the perfect location to either improve your own English level or obtain excellent material and ideas for future language lessons.
Teacher Training at London Hampstead

Approved CELTA training centre also offering specialist 2-week refresher courses for overseas teachers.

Claire Marshall
Head of Teacher Training

BSC Hampsted is a busy and friendly teacher training centre welcoming new and experienced teachers from all over the world. Our teacher training team include Delta trainers, materials writers and Cambridge assessors and together we’ve taught in over 30 countries.

Dedicated Teacher Training Centre

Our teacher training department is the ideal place to develop your teaching skills, whether you are a trained teacher or looking to start a new career. Our experience CELTA and Delta trainers will provide you with a theoretical and practical perspective on effective learning and teaching and the supportive and collaborative environment will help develop your confidence. We have fully equipped teacher training rooms for study, a comprehensive library and great administrative and accommodation support.

KEY FACTS

- Free WiFi throughout the building
- Coffee Shop: Coffee, refreshments and snacks
- Self-Study Centre: perfect for extra practice
- Interactive Whiteboards: in-class IT
- Library: find reference material here
- Student lounge: a calm place to relax
- Roof terrace: peace, quiet & fresh air
- Outdoor patios:
  The school has two beautiful outdoor patios for trainees to enjoy between classes and at lunchtimes. Popular social spaces during the summer, the patios are enclosed and private, and there is plenty of seating for everyone!
- Library and study centre:
  The library and study centre is a dedicated quiet space, complete with comfortable seating and a large range of educational resources.
- Spacious common room:
  The school has two common rooms connected to the outdoor patios, including a café serving hot and cold refreshments, and a games room with table tennis and a piano. Spacious and modern, both spaces are popular areas for trainees to relax in.
Our trainees provide us with consistently positive feedback. Their new qualifications have taken them to all corners of the world, building an enviable portfolio of teaching experience.

**Accommodation options**

We offer four types of safe, secure and friendly accommodation: homestay, student houses, residence and studio.

**Our homestay families** are located in zones 3-4. Average journey time to school is 45 minutes by public transport.

**Our residence** is located in Zone 3 and provides easy access to Central London and the school. All rooms are modern, with your own private bathroom and internet access.

In addition, there are excellent shared common rooms and kitchen facilities.

**Our studio** option is Fortune Green, which is located in Hampstead, with a supermarket and gym conveniently located opposite. Modern, spacious and well-equipped, you will enjoy your own private cooking facilities and bathroom.

**Fancy a walk?**

There are many iconic London locations to discover within 30 minutes of the school, including Hampstead Heath, one of London’s most beautiful parks!

- Finchley Road: 20 minute walk
- West Hampstead: 20 minute walk
  - Hampstead Heath: 20 minute walk
  - Camden Market: 30 minutes by Overground
  - Regent’s Park: 10 minutes from Finchley Road by tube
  - Oxford Street: 20 minutes from Finchley Road by tube
  - Abbey Road: 30 minutes by bus
Learn to teach English in Oxford

Learn the art of teaching English in Oxford – a city that is in many ways the home of the language itself.

Dave Briggs
Head of Teacher Training

Since the first CELTA at British Study Centres Oxford was delivered in 2003, we have trained over 2000 teachers.

Our training team includes EFL authors, conference speakers and a CELTA inspector. You could not be in safer hands.

KEY FACTS

- Free WiFi throughout the building
- Coffee Shop: Coffee, refreshments and snacks
- Self-Study Centre: perfect for extra practice
- Library: Find reference material here
- Student lounge: a calm place to relax
- Roof terrace: peace, quiet & fresh air

Modern and central premises

We are located in the heart of the city in the historic St. Giles district, just a few minutes from Christ Church College, where Harry Potter was filmed. Commarket, with its shops and cafés, is just 50 metres away.

The modern décor compliments our stylish facilities, making this an ideal learning environment.

Dedicated Teacher Training Department

You will have access to a full range of teaching materials, our Teacher Training library, Wi-Fi internet and photocopier use. In addition to all the titles recommended on the UCLES CELTA and Delta reading lists, we stock a comprehensive range of materials in applied linguistics and other ELT areas. We also subscribe to all the major ELT monthly journals to keep you up to date on the latest developments in the industry. Each of our trainers is a highly qualified professional and a practising teacher possessing as a minimum a degree, an English teaching diploma (Delta) and many years teaching experience.

Student lounge

The Den, our student lounge, is fully integrated with technology. In this space, students now have the ability to access social media on the school iPads, do their homework on laptops, access content streamed on to our big screen TV or even play the video games consoles.

Free Wi-Fi

Free Wi-Fi throughout the school. iPads are available at the student lounge and study centre.
The Port study centre is equipped with iPads with online learning resources, as well as traditional learning materials – exam preparation, grammar and vocabulary books.

**Accommodation options**

We offer a variety of homestay and residential accommodation, according to your needs. All options offer safe, secure and friendly accommodation.

**Homestay accommodation** is potentially one of the most rewarding and interesting parts of the student’s visit to England. Average journey time to school is 20-30 minutes by public transport.

**Our year-round residence**, Cavalier House, has 55 en-suite single rooms with Wi-Fi throughout the building and is just 15 minutes from the city centre.

**Our city centre student house** is newly refurbished and located in the western area of Oxford. The residence contains nine single bedrooms; all equipped with a private shower room with toilet and sink. There is also a large shared kitchen and dining area where the students can spend some time together.

**Our summer residence**, Slade Park, offers stylish contemporary living, with private bathrooms and internet access. In addition, there are excellent shared common rooms with comfy sofas and fully fitted kitchen facilities.

**Fancy a walk?**

Oxford is a perfect walking city. Here are walking times from the school to transport links and some top places of interest.

- Christ Church College: 3 minutes
- Radcliffe Camera: 7 minutes
- Oxford railway station: 10 minutes
- Oxford bus station: 5 minutes
- Ashmolean Museum: 2 minutes
- The Bridge of Sighs: 10 minutes
Teacher training – courses in Manchester

Run by a friendly team with many years of UK/overseas teaching experience, we are one of Manchester’s longest-standing ELT teacher training providers.

Vanna Carter
Teacher Training Coordinator

Run by a friendly, experienced, award-winning team, we offer a range of intensive and flexible teacher training courses including CELTA, CELTA Taster Days, Delta, Teacher Immersion and TKT.

Dedicated Teacher Training Centre

At BSC Manchester (formerly Manchester Academy of English) we offer a variety of intensive and flexible teacher training courses, including CELTA, CELTA Taster Days, Delta, Teacher Immersion and TKT. As a trainee at Manchester, you will have access to dedicated teacher training rooms, gaining hands-on teaching experience using the latest classroom technology. You will also receive intensive personal coaching to work on your individual development areas, and the opportunity to learn from trainers who have decades of first-hand teaching experience across the globe.

We are also the only school ever to be awarded the ‘Best Teaching Qualifications Centre in the UK’ by Cambridge English, at a special 100th birthday celebration conference.

Extra Support

If you are taking the CELTA course there is also the opportunity to book onto our pre-CELTA support classes to help you start the course on the right foot, or post-CELTA classes that are designed to help you start specialising in specific teaching contexts.

Excellent Facilities

Our trainees benefit from exclusive access to teacher training rooms located in a dedicated area of the school, including job boards and notices to support you in your teaching career. There is also a modern and spacious student lounge with comfy sofas and refreshments, where trainees can relax and meet international students on other courses.

Central Location

We are located in central Manchester within easy walking distance of all main transport links. The school is also a short walk away from the lively Northern Quarter, famous for its street art and bustling with cafés, restaurants and bars.

KEY FACTS

- Free WiFi throughout the building
- Refreshments vending machines available
- Self-Study Centre perfect for extra practice
- In-Class IT Computers & projectors in some classrooms
- Student Lounge a calm place to relax
- Internships unpaid positions available
- Self-Study Centre perfect for extra practice
- Student lounge a calm place to relax
- Job Club write CVs & covering letters
- Table football + table tennis and X-box in the student lounge
- In-Class IT Computers & projectors in some classrooms
Our trainees have an excellent pass rate and consistently provide positive feedback about the course.

Accommodation options
Homestay and residential options are available at Manchester. All the accommodation is inspected by our Accommodation and Welfare Manager on a regular basis and is within reasonable walking distance of a bus stop. Residential accommodation is a short walk away from the school bus stop.

Useful tips and advice
Liberty Point student apartments are located within 10 minutes of the school on foot, with 6 students per apartment and fully-equipped kitchens.

If staying with a homestay, we always try to meet students’ requests, and our hosts are often located in the popular residential areas of Prestwich, Middleton, Alkrington and South Manchester, with easy public transport links to the school.

M.A.R.S.A is our student house, available exclusively to Manchester students. It is a well-maintained house with a dedicated housekeeper and fully-equipped kitchen as well as laundry facilities and a living room with a large flat screen TV.

Fancy a walk?
Here are some places within easy walking distance:
- Piccadilly Gardens for trams and most buses: 3 minutes
- Shudehill Station for buses: 10 minutes
- National Football Museum: 15 minutes
- Manchester Cathedral: 15 minutes
- Museum of Science and Industry: 20 minutes
Teacher training – courses in York

A small, beautiful city alive with culture and history, York offers an inspiring and welcoming setting in which to develop your teaching career and learn from our experienced team.

Pete Woods
Senior Teacher Trainer

The positive feedback from trainees and hearing from successful CELTA graduates about how their EFL careers have developed after CELTA. It is great to hear about what they are doing now and the range of opportunities CELTA has given them.

KEY FACTS

- Historic City
  fascinating things to see & do
- Self-Study Centre
  perfect for extra practice
- Free WiFi
  throughout the building
- Interactive Whiteboards
  in many classrooms
- Common rooms
  a calm place to relax
- Library
  find reference material here
- Outdoor patios
  socialize here between & after lessons

Career Support

The course includes career development advice and support to help you launch your teaching career successfully, including a CV workshop, interview training and job-search coaching.

All trainees receive access to a post-course online portfolio containing the latest professional development articles, videos and links, and handouts from the course.

You will also network and share experiences with fellow trainees and teacher trainers. Some of our trainees have even stayed to teach in our centre after the course.

Dedicated Teacher Training Centre

As a CELTA trainee at York, you will learn first-hand from qualified teacher trainers who have many years of experience teaching English both at home and abroad.

In addition to classroom learning, you will have the chance to put your teaching skills into practice by teaching small groups of international students who have a wide variety of first languages, needs, motivations and backgrounds, giving you an excellent grounding for your career.

Throughout the course, you will receive intensive personal coaching from our trainers, who will help you to work on your development areas.

Excellent Facilities

We offer a dedicated teacher training suite with great facilities, including exclusive library, computers, free Wi-Fi, printers and photocopier, as well as interactive white boards.

You also have access to the student lounge and student kitchen, which has a kettle, fridge, and microwave.
Accommodation – what you need to know

Our homestay and residential accommodation is inspected on a regular basis and is within reasonable walking distance of a bus stop. Many students choose to stay at one of our modern residences where we offer single rooms with private bathroom within 10-15 minutes’ walk to the school. The school has dedicated Welfare and Accommodation Officers who is there to support you throughout your stay.

The best way to travel around York is by bus or on foot.

Fancy a walk?

Most of the city and its many historic attractions are accessible on foot.

- York Railway Station: 15 minutes
- Bus stops: 5 minutes
- River Ouse: 2 minutes
- National Railway Museum: 15 minutes
- York Museum Gardens: 5 minutes
- York Chocolate Story: 10 minutes
- City Walls: 10 minutes
Teacher training – courses in Edinburgh

Take your teaching career to the next level, with innovative courses at Scotland’s leading ESOL teacher training centre.

Rob Tesh
Senior Teacher Trainer

I’m proud to be a teacher trainer – it’s the best job in the world. Every time someone finishes one of our courses and goes on to become a fantastic teacher, that’s a huge achievement by them, that I’m enormously proud to bear witness to.

Dedicated Teacher Training Centre

BSC Edinburgh is Scotland’s leading EFL/ESOL teacher training centre, and the only school in Scotland offering both CELTA (Certificate) and the advanced DELTA (Diploma) courses. Be ready for the unexpected – our innovative courses are carefully designed to foster a friendly, supportive and creative atmosphere, and to push you to become the best teacher you can be.

Our CELTA includes a unique one-to-one teaching module alongside the usual group classes, with opportunities for assessed and unassessed one-to-one teaching. Trainees learn to make effective use of the latest teaching technology, and we provide careers guidance and support for job applications, during and after the course.

KEY FACTS

Career Support

In addition to classroom and practical teaching time, we provide our CELTA trainees with extensive support, helping you to develop your career after you leave. This includes interview training, a CV workshop, job-search coaching and career development advice, with valuable input of recruiters from international EFL companies searching for newly qualified trainees.

Outstanding facilities

BSC Edinburgh boasts one of the best-equipped and most beautiful teacher training suites in the UK, with spectacular views of Edinburgh castle, a flourishing indoor garden, a lounge and

kitchen area, a specialist library with dedicated printing and copying facilities, a study area with computers, and separate classrooms for teaching practice.
In Edinburgh we offer a welcoming and supportive teacher training community, both in and out of the classroom.

**Accommodation options**
At Edinburgh we offer residential student accommodation or homestay options. The student residence is located an easy distance away from the school, only 30 minutes on foot or 10 minutes by bus. Here you can enjoy private en-suite bedrooms in shared student apartments, complete with self-catering facilities.

You can also stay with one of our homestay hosts, giving you an invaluable opportunity to practise English in real-life contexts. Always friendly and welcoming, our hosts come from diverse backgrounds and will look after you well during your stay in the UK.

**Fancy a walk?**
Here are some places within easy walking distance:
- Princes Street tram stop: 5 minutes
- Edinburgh Waverley Train Station: 10 minutes
- Bus stops to all areas of the city: 1 minute
- Edinburgh Castle: 20 minutes
- The Royal Mile: 15 minutes
- Princes St: 5 minutes
- Calton Hill: 20 minutes
- Botanic Gardens: 20 minutes
In-country teacher training

We bring our dedicated team and teachers to you.

What is in-country training?
We work with a variety of stakeholders across the globe, such as Ministries of Education, universities, agents and private schools to deliver in-country teacher training to teachers who, for whatever reason, prefer to learn closer to home in a more familiar environment.

Options

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HOW IN-COUNTRY TRAINING WORKS?

1. Training audit
   Our designated project manager contacts the stakeholder to organise a consultancy session; the aim being to ascertain the programme’s learning objectives.
   BSC sends out a needs analysis questionnaire to participants asking them for general information on teachers’ qualifications and experience, and what they hope to gain from the course.

2. Language audit
   BSC instructs a language audit which can help stakeholders and trainers map participants’ language skills as some courses require a minimum CEFR level.

3. Programme outline and proposal
   The BSC team creates the outline with course objectives, syllabus content, timetable, any project work or home tasks and assessment. Included in the proposal is the quotation and trainer profile(s).

4. Feedback
   All stakeholders are requested to provide feedback on the programme outline and proposal, and any necessary and agreed changes are made.

5. Agreement
   The BSC team draws up a contractual agreement with terms and conditions that both parties are obligated to adhere to.

6. Feedback
   All stakeholders are requested to provide feedback on the agreement, and any necessary and agreed updates are made.

7. Delivery
   BSC delivers the programme in-country as a standalone course, part of a combination course or a blended course.

8. Assessment & Certification
   Learning is evaluated by means of formative or summative assessment depending on the type of course, and certificates are provided on successful completion.

9. Report
   BSC writes a final report to describe the training methods and activities used and to summarise the key takeaways from the programme.

10. Future relationship
    BSC’s Development Managers offer suggestions and recommendations on how to cooperate together again in future in light of feedback from stakeholders, trainers and participants involved in the current and previous programmes.
We have various case studies that showcase our partnerships across the globe.

**Cambridge Assessment English Teaching Qualifications**  
**Blended CELTA Online in Hong Kong and Intensive CELTA in Bishkek**

British Study Centres in partnership with Monkey Tree International Group ran a 14-week blended CELTA online course in Hong Kong in 2017 and the intensive 4-week CELTA at our franchise school in Bishkek in 2018.

Both courses were designed in the UK with tutors flying out to the locations for the face-to-face components of both courses; delivering input sessions, assisting with lesson planning, observing teaching practice, evaluation and feedback.

Candidates benefitted from practising and perfecting their teaching skills and techniques in a local and familiar environment with the support and guidance of highly qualified and experienced trainers.

**British Study Centres Programmes**  
**TKT Content and Language Integrated Learned (CLIL) in Kazakhstan**

British Study Centres in partnership with Astana School of Business and Technology trained 200 secondary physics, chemistry, biology and IT teachers in 2 locations in eastern Kazakhstan in 2018.

The programme involved preparing subject teachers to take the Cambridge TKT CLIL module and to solidify their understanding of the principles of CLIL. Our UK-based trainers focussed their training on a mix of theory and practical ideas for lesson planning, activities and resources to support a CLIL approach, teaching strategies and assessment in CLIL contexts.

Feedback from the course centred around a visible increase in confidence amongst Kazakh secondary school pupils, and enhanced cognitive processes and communication skills.
Introducing: our Teacher Trainers
Experienced, insightful, inspirational

British Study Centres: boosting your teaching career prospects

Jonathan Hadley
Teacher Trainer
BSC London Hampstead

I have been involved in teacher training since the early nineties, when I became a CELTA tutor. I have experience of teaching both Primary and Secondary in Greece, Japan and the UK, and from 2005-2011 I was teaching refugee teenagers in Oxford. Over the years, I have designed bespoke training courses for a variety of nationalities and enjoy the challenge of meeting the needs of the individuals in the groups, whatever their teaching context. I am thrilled to be involved in an organisation which puts teacher development at a premium.

What did you study at university?
I studied English and American Literature.

How long have you been an EFL teacher?
I taught my first English class in London in the summer of 1979 and I trained on my first CELTA in 1992.

Which age groups have you taught?
I have taught all age groups, but I spent 6 years teaching teenage migrants at the Oxford college of Further Education.

What is your special area of interest as a teacher?
I am particularly interested in teaching CLIL and I have recently had an article published in English Teaching Professional about this.

What achievement are you most proud of as a teacher?
I was proud of having my Teachers’ Resource Book on ‘Advanced Listening and Speaking Skills’ published but my proudest moments came when some of my refugee students, who had arrived as unaccompanied minors, gained enough English to get places on vocational courses such as building or hairdressing.

Dave Briggs
Head of Teacher Training
BSC Oxford

I enjoy the challenge of meeting the needs of individuals in groups, whatever their teaching context may be.

Years of teaching experience, endless enthusiasm and vast amounts knowledge, all at your disposal

When did you finish your Delta?

What did you study at university?
Arabic and Islamic Studies.

How long have you been an EFL teacher?
Since 1995.

Which age groups have you taught?
All age groups from kindergarten to adults.

What is your special area of interest as a teacher?
I’m interested in teacher training, particularly focussed on sharing practical ideas and activities for the classroom. I work a lot with teachers from developing countries who have low/no resource classrooms.

I am a firm believer in the importance of vocabulary teaching and making the learning environment fun.

What achievement are you most proud of as a teacher?
The positive feedback from teachers who have attended my courses and successfully implemented the ideas in their classrooms. It’s great to receive regular email feedback from them and to meet them again as they return in subsequent years.

I have been involved in teacher training since the early nineties, when I became a CELTA tutor.

I have experience of teaching both Primary and Secondary in Greece, Japan, China, Yemen, Saudi Arabia, Ethiopia, Oman, New Zealand, UAE, Galapagos, Libya.

What are your interests?
Travel, museums and art galleries, reading.

Have you lived abroad?
Japan, China, Yemen, Saudi Arabia, Ethiopia, Oman, New Zealand, UAE, Galapagos, Libya.

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What are your interests?
Travel, museums and art galleries, reading.
It’s great when trainees finish the CELTA full of enthusiasm for teaching and with exciting plans for their future.

I’m proud to be a teacher trainer, it’s the best job in the world.

How long have you worked at British Study Centres London?
I’ve been here since 2015, which is when we started running CELTA courses more frequently.

What are your interests?
I dabble in podcasting and voice acting, and enjoy watching other people work hard.

When did you finish your Delta? 
Back in 2010. I started teacher training within a year; it was my dream job for ages before that.

What did you study at university?
I was a shocking dilettante in those days: I did a bit of Drama school, a bit of Computer Science and a bit of Theology, but never finished anything.

How long have you been an EFL teacher?
I did my CELTA in 1998, but started teaching in 2001. Don’t even ask me how many years that is.

Which age groups have you taught?
All of them - but I like children best when they’re somebody else’s problem.

How is your special area of interest as a teacher?
I enjoy looking at how we can adapt and create materials to give more opportunities for communication in the classroom. It’s great having the opportunity to share ideas with other teachers and develop activities for particular groups of students.

What achievement are you most proud of as a teacher?
You can’t beat seeing newly qualified teachers head off somewhere exciting to start their new career, but perhaps even better, is teachers you’ve trained coming and working at the school. It’s lovely hearing all the positive feedback they receive from students and staff alike.

Claire Marshall
Head of Teacher Training
BSC London Hampstead

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Rob Tesh
Senior Teacher Trainer
BSC Edinburgh

How long have you been an EFL teacher?
I have been an EFL teacher since 2009. Previous to that I was a Primary Teacher for 20 years.

Which age groups have you taught?
I have taught both Young Learners and adults so from 13 to 69. I have taught all levels from Beginner to C2 including individual business lessons. I have also taught IELTS and FCE.

What is your special area of interest as a teacher?
I am interested in teacher training in terms of leading teachers through CELTA and Delta (as local tutor) but also in providing in-house CPD. I have also had the opportunity to train CELTA trainers which is very rewarding.

What achievement are you most proud of as a teacher?
The positive feedback from trainees and hearing from successful CELTA graduates about how their EFL careers have developed after CELTA. It is great to hear about what they are doing now and the range of opportunities CELTA has given them.

Pete Woods
Senior Teacher Trainer
BSC York
Career opportunities

Career opportunities for newly qualified and experienced teachers

Year after year we expand our network of overseas schools and the delivery of our in-country teacher training programmes. As a result, BSC Worldwide is constantly looking for newly qualified and experienced teachers and teacher trainers to join our international teams around the world.

Franchise Schools

Our Schools are looking for newly qualified (TEFL-I) teachers who have an interest in teaching adults and/or young learners abroad. If you want to experience a different culture and try out your teaching skills and techniques, then we recommend doing it for an internationally recognised brand. Our experienced and highly qualified academic managers will support, encourage and inspire!

In-country Short-term Teaching and Teacher Training Projects

We have many dedicated teachers and teacher trainers on our books, and we are always looking for more TEFL-I and TEFL-Q staff who like to travel. Overseas, we run programmes where the design and materials are tailored to the specific context and needs of the participants, so if you are adventurous, flexible and passionate about developing the level of teaching in international private and public education sectors, then do get in touch.

Recruitment consultancy services for international schools

Every year, hundreds of people successfully train to be the next generation of language teachers by getting the Cambridge Celta qualification through British Study Centres. We are therefore uniquely positioned to let candidates know that you are looking for them! We run regular end of course sessions with our participants on the career opportunities that await them and can organise selection and screening services on your behalf.

Career Training Scholarships

We also work with a growing number of international schools who are looking at sponsoring the right candidate to take their initial training, and then work for them on successful completion. By offering scholarships to candidates and contracted work upon successful completion, future employers can gain extra control in the selection process.
Contact details
Tel: +44 (0) 20 7794 3533
teacher.training@british-study.com

www.british-study.com

Adults • Juniors • Teacher Training • Online • Pathways