


English Language School

ENGLISH LANGUAGE TRAINING WORLDWIDE

INTERNATIONAL TEACHER TRAINING INSTITUTE

ENGLAND
BRIGHTON
CAMBRIDGE
HASTINGS
UNITED STATES
NEW YORK



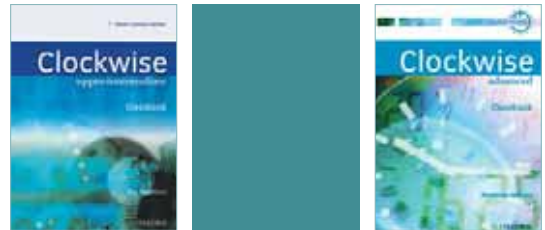
TEACHING YOU
TO TEACH OTHERS

INTERNATIONAL TEACHER

Vic is Director of the International Teacher Training Institute. He has extensive experience as a teacher, teacher trainer, trainer of teacher trainers, ELT author, examiner, and academic manager. He was until recently closely associated with Cambridge ESOL's Teaching Awards as one of the Chief Assessors for the Cambridge CELTA, and as an assessor and examiner for the Cambridge DELTA. He was also a senior examiner for Oxford University EFL exams. He now concentrates on developing the Institute, speaking at international conferences and running workshops for academic managers and school owners.



VIC RICHARDSON



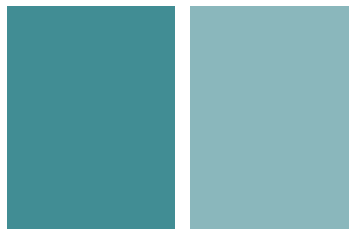
Continuing professional learning is today an absolute requirement for teachers, trainers and academic directors. The training programmes at the International Teacher Training Institute are designed to equip you with the skills you need in changing and complex times. We help you to develop your practical work skills quickly and effectively in a supportive and inspiring atmosphere. Our trainers are experienced in working with teachers from many countries, and are continually updating their own expertise.

Programmes include preparation for University of Cambridge industry standard qualifications, language development, and a wide range of classroom methodology and school management courses. Our social programme is integral to the experience of learning, and enables you to meet teachers from around the world, practise and update your English further, explore the culture and enjoy yourself! I look forward to welcoming you to the Institute.

A handwritten signature in black ink that reads 'Vic Richardson'. The signature is stylized with a large 'V' and 'R'.

Vic Richardson, Director
International Teacher Training Institute

TRAINING INSTITUTE



Adrian is Training Consultant for Study Group and plays a key role in the development of our teacher training programme. He has developed new approaches to training teachers, teacher trainers and school managers. He is currently developing whole-school, integrated professional learning programmes for school staff, and connecting new models of leadership to school-based teaching.

Adrian is editor of Macmillan Books for Teachers and author of Sound Foundations: Teaching and Learning Pronunciation. He is past-president of the International Association for Teachers of English as a Foreign Language.

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OUR TEACHER TRAINERS

Our trainers are specialists in their fields, well known in the TESOL profession for their workshops, programmes, conference contributions and publications. They are chosen for their personal and professional qualities, and for their insight and understanding developed from working with teachers from many countries.

“ I’ve had lots of feedback from teachers who have benefited from principles outlined on various courses. Many want to share ideas with other teachers from other countries and different cultures in order to increase their awareness. They leave feeling inspired and reassured that they’re doing well. ”

Eleanor Spicer
Teacher Trainer – Hastings



“ I try to help teachers to discover their own best ways to do things. I believe everyone benefits from new ideas and from exposure to different approaches to doing things, so by making teachers aware that there is always something new to learn, I try to help them to maximize their own unique strengths. ”

Tim Bowen
Director of Teacher Training – Hastings



“ We hope that by giving teachers the time and space to reflect on what they do in the classroom, we can help them to gain new ideas and are able to teach more effectively. For some, our course has been a turning-point that has given the teachers a renewed enthusiasm for the classroom. ”

Kate Evans
Teacher Trainer – Hastings



“ I hope that I manage to make learner teachers aware of the importance of process in delivering content, so that they experience the techniques that we try to foster. Teachers need to be trained so that they can cope well enough in a professional context in order that education and development can follow. ”

Steve Laslett
Head of Teacher Training – Cambridge



“ Our courses benefit future teachers as they builds up their confidence and expands their knowledge. I think most of the teachers who come here have been trained in their own countries but if they’re happy and willing everyone can benefit from being in a learning situation again. ”

Deb Barratt
Teacher Trainer – Hastings



“ Our programmes give teachers a basic set of techniques and ideas as a starting point for their teaching careers by increasing their confidence in their own knowledge and judgements. They need this so that they can have a clear idea of what they are teaching, why they are teaching it and how they might approach teaching it. ”

Peter Bendall
Teacher/Teacher Trainer – Cambridge





“ I like to see people rediscover the delight there is to be found in learning and helping learning. They should leave with a "tool kit" of principle materials and activities and apply the ones most suitable for them and the environment they are teaching in. They can return to the familiar with fresh eyes and a renewed appetite for learning! ”

Judith Gleave
Teacher/Teacher Trainer – Hastings



“ By being calm, supportive, positive and dealing with the stress and panic of teaching, we are able to convey the joys of teaching. The learning process needs explaining for people who are going to teach themselves. Past students have enjoyed my relaxed style and calm influence. ”

Pietro Chiavetta
Teacher/Teacher Trainer – Cambridge

“ I love the opportunity to break down teaching ideas into manageable chunks and it's great to see trainees tangibly develop. As Director of Teaching, I have the opportunity to learn from my very experienced colleagues. A recent Russian CELTA trainee told me she was using some communicative activities in her university, which she hadn't used before. ”

Amanda Lloyd
Director of Teaching – Cambridge



“ I enjoy the challenge of working with teachers new to the profession on pre-service training courses and it is always a real pleasure to see them embarking on a teaching career following their course. I also enjoy working with people from very diverse backgrounds on in-service training courses. ”

Lynne Kennett
Teacher/Teacher Trainer – Hastings



“ Teachers need to be trained to help them understand learning. Sometimes we are able to help teachers just by being on their side and being fair. Some of our overseas teachers have kept in touch because we gave them new ideas and refreshed their lessons. My enthusiasm must be contagious. ”

Barbara Gardner
Teacher/Teacher Trainer – Cambridge



“ I like working with people who are dealing with the same kind of teaching and learning problems that I am. Teacher development – individually or in a group – usually leads to greater satisfaction and often to greater effectiveness. ”

Alan Bramall
Teacher Trainer – Hastings

“ I like the variety of teacher training. It is my hope that it gives other teachers the stimulus to become better, more effective teachers. Teaching can be difficult because of all the peripheral work, but I have had feedback to say that past trainees are now using my teaching techniques themselves. ”

Anne Robinson
Teacher/Teacher Trainer – Hastings



“ It is satisfying enabling novice teachers to function competently in the classroom and upgrading the skills and awareness of experienced teachers. Teaching and learning are generally collaborative activities; as is developing teachers' skills and awareness. ”

Bill Harris
Teacher/Teacher Trainer – Hastings



PROGRAMME OVERVIEW

INTRODUCTION

- All our courses except CELTA and DELTA last two weeks
- Classes: 30x45 minute lessons per week, total 45 hours (except CELTA/DELTA)
- Our training courses are open to speakers of English as a first or second language, except the language courses, which are intended for speakers of English as a second language only
- Language level required: unless otherwise indicated the minimum English language level on our training courses is Cambridge FCE; TOEFL 500-600; new TOEFL 173-250; IELTS 6-7.

PRE-COURSE PREPARATION

- On submission of an application form, you will be asked to complete a pre-course questionnaire describing your teaching background, experience and teaching context; the topics of areas which are of particular interest to you on this course, and the outcome with which you hope to leave the course
- You will be invited to bring a selection of your own materials so that the course can, where possible, be directly related to the needs of your work.

TEACHING METHODOLOGY

Our courses are experiential and practical. Methods of work include demonstration and discussion of techniques, workshops on task and materials design, discussion and reflection, and interactive tutor led lectures. Courses take place in a working school and opportunities exist to observe experienced teachers.

FOLLOW-UP

At the end of the course you and your colleagues will be asked to agree on whether or not to:

- Continue the email group with or without tutor support beyond the course for an agreed specified time
- Complete a post-course assignment, describing and commenting on how the course has influenced your teaching practice. To be submitted within 3 months of the course ending.

SOCIAL PROGRAMME

We provide a social programme of evening activities and half day and full day excursions at weekends to enable you to make the most of your stay with us. Your course tutor will often accompany you on evenings out and you will have ample opportunities to socialize with other teachers and practise your English.

PROGRAMME FINDER

PROGRAMMES	PAGE	BRIGHTON	HASTINGS	CAMBRIDGE	NEW YORK	DURATION
CAMBRIDGE COURSES						
CELTA	7		■	■	■	4 weeks
DELTA	7	■	■	■		8 weeks
LANGUAGE COURSES						
Brush up your English	8		■	■		2 weeks
Advanced Language and Culture	8		■	■		2 weeks
METHODOLOGY COURSES						
Practical Methodology	9		■	■		2 weeks
New Trends	9		■	■		2 weeks
Teaching Young Learners	10		■			2 weeks
IT in the ELT Classroom	10		■			2 weeks
Teaching Business English	11		■			2 weeks
Teaching Pronunciation and Intonation	11		■			2 weeks
SPECIALIST COURSES						
Becoming a Teacher Trainer	12		■			2 weeks
The Art of Facilitation	12		■			2 weeks
The Skills of Academic Management	13		■			2 weeks
Tailor Made programmes	13	■	■	■	■	1-12 weeks

CAMBRIDGE COURSES

CELTA

COURSE CODE TT1

OUTCOME

The University of Cambridge Certificate in English Language Teaching to Adults (CELTA) is the most widely recognized international professional qualification for English language teachers. Teaching English as a foreign language requires a sufficient knowledge of English grammar and vocabulary as well as classroom skills and confidence. We will help you develop these practical skills and show you how to enhance your strengths and techniques as a language teacher.

PROGRAMME CONTENT

- Input sessions based upon specifications for CELTA produced by the University of Cambridge covering: language analysis, lesson and course planning, classroom management techniques and strategies, teaching techniques, resources and materials, and professional development

- Supervised teaching practice with adult students in specially organized classes
- Lesson observation of experienced teachers within our schools.

APPLICATION PROCEDURE

Before being enrolled, all applicants need to complete an enrolment form, successfully complete an enrolment 'test' and pass an interview (if a personal interview is impractical this can be done by phone).

There is considerable demand for places on certain programme dates. You are welcome to phone and enquire about availability. Please contact us for further details and an application pack.

You can expect that on successful completion of this course you will have developed your knowledge and awareness of the structure and use of English, and you will have tried and tested an extensive set of techniques and skills with which to bring about the learning of English. You will have developed your confidence as a teacher, and you will be ready to start teaching.

DELTA

COURSE CODE TT2

OUTCOME

The University of Cambridge Diploma in English Language Teaching to Adults (DELTA) is the in-service teacher training qualification – designed to upgrade your teaching qualifications and to help you realize your teaching potential. This course will deepen your understanding of English grammar, vocabulary and discourse, while improving your confidence and classroom skills. You will also examine your current practice and beliefs and explore new areas in English teaching and learning.

PROGRAMME CONTENT

- Input sessions based upon specifications for DELTA produced by the University of Cambridge covering: language awareness, the background to teaching and learning, resources and materials, working in the classroom, evaluation, monitoring, and assessment, and professional development

- Supervised practise teaching assignment (PTAs) with adult students
- Reading and research: the DELTA requires considerable reading and research
- Written course assignments
- Lesson observation tutorials – preceding and following the assignment.

APPLICATION PROCEDURE

Before being enrolled, all applicants need to complete an enrolment form, successfully complete an enrolment 'test', and pass an interview (if a personal interview is impractical this can be done by phone).

Please contact us for further details and an application pack.

You can expect that in gaining this post-graduate Diploma you will have developed a fuller and more rounded practical and theoretical knowledge of English language teaching. You will also have enhanced your career prospects. The DELTA is increasingly seen as a minimum requirement for a permanent contract in the UK and a pre-requisite for teachers wanting to move into teacher training, materials writing, and academic management.

LANGUAGE COURSES

BRUSH UP YOUR ENGLISH

COURSE CODE TT3

OUTCOME

This intensive English language course gives you the opportunity to focus exclusively on developing confidence in the fluency, accuracy and appropriacy of your English, with special reference to the use of English in your teaching situation.

PROGRAMME CONTENT

Beginning with an identification of your individual English language needs, the course programme will then be negotiated between the participants and the tutor, based on the following:

- Fluency and accuracy in current colloquial English
- Developing your listening skills

- Clear communication and confidence in self-expression
- Grammatical structures and vocabulary in everyday English
- Development of pronunciation, intonation, stress and rhythm
- Self-study strategies for continuous language development
- Using English effectively in your classroom
- Personal advice and help on language questions.

You can expect to develop a greater confidence in your oral fluency and a strong sense that you have made an all-round improvement to your understanding of language systems, lexical collocations and current idiomatic usage.

ADVANCED LANGUAGE AND CULTURE

COURSE CODE TT4

OUTCOME

This course is designed for both experienced and inexperienced teachers who wish to develop and extend their language skills and awareness of British culture. It aims to improve listening skills, oral fluency, pronunciation and vocabulary expansion through the media of culture based topics. English language level required: CPE or equivalent.

PROGRAMME CONTENT

This course is practical and participatory. The course programme will be negotiated between the participants and the tutor, based on the following:

- Listening skills: authentic material will be used for improving comprehension, understanding different accents, practising note-taking and summarising discussions, viewpoints and arguments

- Oral fluency: you will engage in a wide range of activities aimed at improving confidence.
- Pronunciation: an integral part of oral fluency. Various aspects of pronunciation, stress and intonation will be developed e.g. weak forms, linking, rhythm, prominence and tones
- General language development: vocabulary expansion, idioms, collocation, phrasal verbs and varieties of language. Analysis of advanced reading texts
- Culture: discussions on a wide variety of cultural issues, different 'cultures' – youth, class, global and how language reflects these differences. Culture as a topic.

You can expect to acquire a deeper understanding of Britain's modern culture and a solid awareness of the language appropriate for an extensive range of different contexts, including literature, media and spoken discourse.

METHODOLOGY COURSES

PRACTICAL METHODOLOGY

COURSE CODE TT6

OUTCOME

Extend your repertoire of teaching techniques for teaching language and skills. Enhance your understanding and knowledge of the English language. Address perennial teacher problems with teenage motivation and discipline, and with teaching large and mixed ability classes. Update yourself on materials and resources available such as books, videos and computers.

PROGRAMME CONTENT

The course is practical and participatory and will include most or all of the following:

- **Practical workshops on ELT methodology**
 - > Teaching techniques and procedures for teaching language and skills
 - > Teaching grammar and vocabulary, accuracy and dealing with errors
 - > Developing the four skills: listening, speaking, reading and writing

- **Practical workshops on resources and materials**
 - > Designing lessons and materials to fit specific teaching contexts
 - > Using course books creatively and using authentic materials
 - > Using computers and video, especially the internet, in the classroom and for self study
- **Practical workshops on learners and the learning context**
 - > Exploration of learning styles and strategies
 - > Motivation and discipline (especially teenagers)
 - > Techniques and strategies for dealing with large and mixed ability groups.

You can expect to assemble a portfolio of materials, exercises and activities to use in your own classroom and a practical action plan for your future development. In addition you will develop an action plan for making new contacts.

NEW TRENDS

COURSE CODE TT8

OUTCOME

Explore recent developments in English language teaching methodology. Find out how they can inspire you and your students. Update yourself on developments in language and approaches to language analysis. See how your teaching beliefs can influence your teaching style.

PROGRAMME CONTENT

In addition to a main course tutor you will have a number of guest tutors for different specializations. The course will include most or all of the following:

- **ELT methodology**
 - > Teaching grammar and vocabulary creatively and enjoyably
 - > Task-based learning, task design, task management and language awareness raising
 - > The lexical approach, grammar vs vocabulary, understanding and teaching collocation
 - > Humanistic education, attitudes and approaches
- > Learner-centred teaching; learning styles and learner training, self-assessment, language portfolios, goal setting and reflection
- > Multiple Intelligences and Neuro-Linguistic Programming (NLP)
- > Old and new techniques: drama techniques; noticing; story telling and new forms of dictation
- > Using computers and the internet
- **Language**
 - > Discourse analysis; the features of spoken English
 - > Varieties of English, English as a lingua-franca, as a European language, as an international language
 - > Developing language awareness, the fifth skill
- **Teacher development**
 - > Reflection in action; Continuing Professional Development (CPD); action planning, developing your portfolio.

You can expect to develop a portfolio of materials, exercises and activities to use in the classroom environment and a more rounded knowledge of the recent developments in English language teaching – essential in this fast-changing profession.

M E T H O D O L O G Y C O U R S E S

TEACHING YOUNG LEARNERS

COURSE CODE TT7

OUTCOME

Develop your understanding and your repertoire of practical skills to meet the demands of teaching young learners. The main focus will be on the age-range 7-11, though reference will also be made to other age groups.

PROGRAMME CONTENT

Topics will include some or all of the following appropriate to participant's needs, interests and teaching context.

- Teaching young learners: principles, problems and solutions
- Balancing activity-based learning with language-based learning

- Developing listening and speaking skills, reading and writing skills
- Psychological factors; teacher confidence; classroom management
- Designing courses to motivate children: dealing with mixed levels, short attention spans and disciplinary problems
- Establishing rapport with different age groups
- Using Total Physical Response and the Natural Approach
- Materials evaluation: a review and analysis of available teaching/learning materials for young learners.

You can expect to build a deeper understanding of the principles, problems and solutions associated with teaching younger learners. You will also gain a greater confidence in your own skills and abilities through using an extended range of tools, techniques and activities.

IT IN THE ELT CLASSROOM

COURSE CODE TT5

OUTCOME

Get up-to-date with the current use of Information Technology (IT) in English language teaching. This programme presents an overview of current thinking whilst being first and foremost a practical course. The emphasis will be on practical ideas, techniques and applications of computers for language learning.

PROGRAMME CONTENT

The programme will seek to achieve some or all of the following, appropriate to the participants' teaching experience and teaching contexts:

- The pros and cons of IT
- Resolving teacher worries
- Basic review of skills required by both teachers and students
- Word-processing as an aid in the writing process; ideas and techniques for classroom use

- The internet: using ELT and non-ELT sites in the classroom, the internet as a teacher resource, the internet as a student resource, using multimedia in the classroom, setting up websites for class projects
- Email: using email in the classroom, E-pals
- Chat: why use chat in the classroom? Moos and why would teachers want to use them?
- Creating materials (on-screen and for use off-screen)
- Throughout the course, participants will work on a materials creation project based on the topic areas covered in the morning sessions. It is envisaged that this will be put together to form a small website.

You can expect to build a portfolio of IT materials, exercises and activities to use in your own classroom. This course will enhance your knowledge and confidence while providing you with an action plan for the continued development of your IT skills and future contacts for networking.

TEACHING BUSINESS ENGLISH

COURSE CODE TT11

OUTCOME

Aimed primarily at people with at least six months' teaching experience, but little or no experience of teaching Business English, this course will develop your practical skills while expanding your repertoire of activities and techniques for teaching Business English.

PROGRAMME CONTENT

Programme methods include seminars and workshops; plenary, group and individual work and ample opportunity to share ideas. The programme has been validated by the London Chamber of Commerce and Industry (LCCI).

- Conducting an effective needs analysis
- Course planning; selecting, evaluating and creating materials
- Teaching English grammar, vocabulary and pronunciation in the business context
- Business concepts and IT

- Small group, one-to-one teaching
- Public examinations in English for Business
- Techniques and materials for teaching business communication skills including making presentations, telephoning, business writing, socializing, meetings and negotiations.

CERTIFICATE IN TEACHING ENGLISH FOR BUSINESS (CERT TEB)

(Optional programme, including submission of 3,000 word assignment.)

Assignment topics include:

- Describing how you would exploit authentic business material
- Describing how you would deal with spoken and written errors in small group executive teaching
- Case study and needs analysis.

You can expect to build a solid foundation of business knowledge, TBE methodology and practice, while learning a professional approach to clients and their needs. To accompany these skills, you will also develop a portfolio of practical activities and resource material for the TBE classroom.

TEACHING PRONUNCIATION AND INTONATION

COURSE CODE TT12

OUTCOME

This course introduces you to a complete training system for use with your students, covering pronunciation with holistic techniques and practices for effective learning. You will develop a deeper understanding of approaches to pronunciation and extend your repertoire of classroom methods.

PROGRAMME CONTENT

- The Sound Foundations phonemic chart: its layout; its use both as a dynamic map of phonological territory, and as a visual diagnostic instrument
- Bringing vividness to grammar, vocabulary, spelling and dictionary work through integration of phonological learning
- Providing creative challenges to advanced learners
- Building your confidence for dealing with all aspects of pronunciation

- Facilitating a learner-centred approach to pronunciation
- How to give your learners accurate feedback; creative correction
- Developing your awareness of the way intonation conveys meaning, relationships and attitude
- Discourse Intonation, as put forward by David Brazil
- Integrating a heightened awareness of intonation into the practice of speaking and reading aloud in the classroom.

You can expect to develop an enhanced awareness of all aspects of English pronunciation, and gain greater enjoyment from pronunciation teaching. You will also learn how to increase your confidence as a speaker and teacher of English, while devising an action plan for further development and networking for potential contacts.

SPECIALIST COURSES

BECOMING A TEACHER TRAINER

COURSE CODE TT9

OUTCOME

An intensive programme to develop your skills and confidence in planning and running training workshops. With a focus on giving tutorials and supportive feedback to staff and trainees, you will explore training and learning styles, presentation and how these factors relate to different topics.

PROGRAMME CONTENT

The programme will seek to include most or all of the following:

- Preparing seminars, workshops and training tasks
- Choosing ways of training that relate to the topic and to the trainees; loop input
- Designing and implementing pre- and in-service training programmes
- Teacher observation and feedback: aims and approaches, using self- and peer-assessment
- Meeting the training needs of your workplace. Typical training problems and solutions
- The interpersonal skills of the trainer; developing a personally authentic and effective training style
- Evaluating yourself as a trainer. Identifying personal strengths and areas to develop
- Continuing development of your training knowledge and skills. Keeping up-to-date with the profession.

You can expect to leave with a valuable portfolio of materials and activities relevant to your future work as a teacher trainer. You will also develop a keen awareness of your teaching and training styles, along with a range of options for future development.

THE ART OF FACILITATION

COURSE CODE TT13

OUTCOME

Designed to provide you with the confidence and skills necessary to effectively manage groups, provide feedback to teachers and colleagues and deal creatively with school managers, parents and students in difficult situations.

PROGRAMME CONTENT

This programme is for anyone in a supervisory role (teacher, trainer, school counsellor, manager, director) who would like to investigate the human dimension further, and for teachers who want to develop a more facilitative approach.

- You will study six category intervention analysis, a powerful and practical model for interpersonal skills training – designed to improve your abilities in giving feedback, support and evaluation
- You will then extend these skills in a group context while exploring the relationship between 'leading' and 'following'. You will also learn how to create a trusting and empowering atmosphere
- Then you will learn about the effects of your intention, personal presence, timing, silence, choice of words and non-verbal communication on the group. You will have the opportunity to appraise your facilitation style and develop your skills in each area where you want more choice
- Finally, you will learn at first hand about your own roles in groups and how that affects the way you teach, and about how groups form, work and finish.

You can expect to develop an enhanced sensitivity to interpersonal relationships and group dynamics through a greater awareness of the moment by moment choices made during interaction. You will also build a new range of facilitative skills which you can later develop and explore. This course is likely to change the way you work with others.

THE SKILLS OF ACADEMIC MANAGEMENT

COURSE CODE TT14

OUTCOME

This intensive programme is for Directors of Studies, heads of department, academic co-ordinators, teachers and trainers who have, or will have, academic managerial responsibilities in ELT posts.

PROGRAMME CONTENT

The programme will focus on the roles and responsibilities of an academic manager. Covering academic administration, course design, student progress and welfare, and teacher performance, you will learn the following:

- **Managing in principle and practice:**
The role of the manager in education and in other contexts, learning companies, management, leadership styles and understanding organisations
- **Managing yourself; self-organisation:**
Use of time; self-appraisal; communicating; running meetings; managing conflicts and change
- **Managing teachers:**
Recruiting, inducting, supporting, appraising, motivating and developing staff
- **Managing students:**
Monitoring satisfaction levels, dealing with queries and complaints, advising students, clients and parents
- **Managing educational systems:**
Testing, placing and inducting students; organising classes, designing courses: setting objectives; selecting resources and materials; course evaluation procedures
- **Managing resources:**
Core books and materials; libraries; language laboratories; learning centres; computer suites.

You can expect to leave the programme eager to apply the principles and managerial practices discussed on the programme. You will have a portfolio of resources developed through the programme to assist you, and an action plan for gradual development and potential contacts for networking.

TAILOR MADE PROGRAMMES

OUTCOME

We design and run tailor made closed group programmes for Higher education institutes, educational organizations, language schools and private clients. These programmes can be run in one of our centres in the UK, USA, Australia or your own country.

The programmes are tailored to your specific needs and enable you to choose the content and focus of the programme and its location – whether to run it in your own school or country or in an Embassy CES centre.

They can be of any length from one week to three months, in one location or in the UK with follow-up work in-country.

RECENT EXAMPLES

- Teacher development courses for Chinese teachers in the UK and in China
- Attachment courses for teacher educators on M.A. programmes
- Off-site CELTA courses
- Teacher training courses in the UK and in-country in Central Europe for novice teacher trainers and educators
- In-country language and methodology courses
- Teacher development courses for primary & secondary level teachers for several Spanish education authorities.

You can expect to leave the programme eager to apply the principles and managerial practices discussed on the programme. You will have a portfolio of resources developed through the programme to assist you, and an action plan for gradual development and potential contacts for networking.

TRAINING CENTRES

BRIGHTON

This exciting seaside city on the sunny south coast of England offers varied cultures, lively streets and a huge artistic community – it's rightly known as 'London by the Sea'. We're situated in attractive Edwardian buildings in a quiet, tree-lined street close to the sea and the city centre. We have a lovely garden which complements our full range of modern teaching facilities.

KEY FEATURES

- Multimedia computer suite
- Wireless internet and email access
- Student common room, cafeteria and snack bar
- Student garden
- Quiet location yet close to all town centre amenities
- Lively social programme
- 50 minutes from London

ACCOMMODATION

Residential accommodation with single or shared rooms is available during the summer at a residence of Bellerbys College, only a few minutes' walk away.

Homestay accommodation is available with friendly families in the Brighton area.



▲ Our Centre

◀ **Vic Richardson**
Centre Director

CAMBRIDGE

With its stunning ancient architecture, gently flowing river and beautiful surrounding countryside, Cambridge is one of the England's most delightful cities. Our centre occupies a beautifully modernized Edwardian house in the heart of this university city. In addition to our excellent teaching facilities, we have a great cafeteria and terraced gardens.

KEY FEATURES

- Multimedia learning centre
- Wireless internet and email access
- Student cafeteria
- Language laboratory
- Library
- Peaceful academic environment near to all amenities
- Only 50 minutes to London by train
- Optional airport transfer

ACCOMMODATION

Homestay accommodation with single room, shared bathroom, half board (14 meals)

Self-catered accommodation in single rooms with private bathroom available on request in a residence close to the city centre

Hotels are often available at discounted Embassy CES rates



▲ Our Centre

◀ **Marie-Claire Seddon**
Centre Director

HASTINGS

Famous for the Battle of Hastings in 1066, where King Harold was defeated by William the Conqueror, this historic town is a great place to explore. With a safe and friendly atmosphere, lively artistic community, modern shops, restaurants and pubs, Hastings has something for everyone. We're based in a pleasant residential area close to the seafront and local amenities.

KEY FEATURES

- Multimedia computer suite
- Wireless internet and email access
- Student common room and cafeteria
- Spacious classrooms
- 90 minutes from London by train

ACCOMMODATION

Homestay accommodation with single room, shared bathroom, half board (14 meals)

Self-catered accommodation is available for CELTA and DELTA course participants. Please ask for details

Hotels are often available at discounted Embassy CES rates



▲ Our Centre
 ◀ **Tim Bowen**
 Centre Director

NEW YORK

Many people regard New York as the world's most exciting city. From the Empire State Building and Times Square to the Statue of Liberty and Central Park, it has some fantastic attractions. Our centre is located on 7th Avenue, right in the heart of Manhattan, and features well-equipped, modern classrooms, a relaxing student lounge and a modern multimedia suite.

KEY FEATURES

- Study in the heart of Manhattan
- Multimedia computer centre
- Wireless internet and email access
- Well equipped modern classrooms
- Fantastic choice of quality residential accommodation
- Organised programme of social activities and excursions
- Optional airport transfer

ACCOMMODATION

Residential accommodation with single or shared rooms in student residences of a high standard is available in the heart of Manhattan

Homestay accommodation with single room, shared bathroom, half board (14 meals)

Guest room and breakfast available in private homes in Manhattan, some with private bathrooms

Hotels are widely available, often at special Embassy CES rates



▲ Our Centre
 ◀ **Eimear Harrison**
 Centre Director

International Course Enrolment Centres for Registration & further Information: □

□

English Speakers:

www.LanguageCourse.net

info@languagecourse.net

Tel. US: +1-800 613 63 45

Tel. UK: +44-709 200 15 64

French Speakers: □

www.Cours-de-Langues.fr □

info@cours-de-langues.fr □

Tel. France: 0800 767 700 (numéro vert) □

Tel Canada: +1-800 713 7135 (numéro vert) □

□

German Speakers:

www.LanguageCourse.de

info@languagecourse.de

Tel. +49-221-8000 94 29 □

Dutch Speakers: □

www.Talen-Cursussen.nl □

info@talen-cursussen.nl □

Spanish Speakers:

www.Cursos-de-Idiomas.com

info@cursos-de-idiomas.com □

Tel. +34-932688775

Japanese Speakers: □

www.Discount-Ryugaku.com □

info@discount-ryugaku.com □

Italian Speakers:

www.Corsi-di-Lingua.it □

info@corsi-di-lingua.it □

Tel. 800 125 755 (numero verde) □

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Swedish Speakers: □

www.LanguageCourse.se □

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