



TEACHER'S HANDBOOK

Teacher's Handbook Issues and Updates

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Mission and Vision Statement

Mission:

Our goal is to make education accessible to individuals of different cultures and backgrounds so they may achieve high levels of academic success and attain their personal and professional goals. We aim to achieve this by providing a high-quality educational experience which is tailored to individual student needs in a friendly and highly supportive environment.

Our aim is to enable individuals from different cultures and backgrounds to access a high-quality educational experience which will empower them to reach their academic and personal goals in a highly supportive and individually tailored environment.

Vision:

Our vision is to enable individuals to develop the skills and understanding they need to access their choice of further education and career. We believe in a holistic approach to education where social responsibility and a true empathy with other human beings is not only desirable but essential to personal happiness.

JOB DESCRIPTION for TEACHERS

Prepared: August 2021

Reviewed January 2024

To be reviewed: January 2025

OVERALL

This Job Description applies to all those teaching at inlingua Leeds regardless of specialism. Additional tasks for specific teaching roles are detailed below.

All teachers must be aware that additional tasks may be required from them in response to the needs of the individual students in their class and the College. These will be discussed with teachers as necessary.

These tasks apply to both online and in college teachers.

ORGANISATIONAL STRUCTURE

Teachers all report directly to the Director of Studies/Academic Manager / Operations Manager, who reports to the CEO directly. Teachers can, if necessary, bypass the Director of Studies/ Operations Manager and go directly to the CEO.

TASKS

Teaching language classes at the appropriate times and according to the syllabus determined by the Academic Manager, DoS and ADoS

Some courses at inlingua Leeds run on continuous enrolment, and teachers are expected to account for this and ensure that procedures and catch up materials are available for students starting at different times, according to the Continuous Enrolment Policy. Students must be taught as individuals, with specific needs and targets. Please see below for teachers on externally-provided courses.

Preparing lessons and implementing additional resources if needed to make teaching as efficient as possible

Weekly Schemes of Work must be made available to all staff that may need to cover in your absence, and to students. These extra resources include but are not limited to: alternative course book material, graded readers and realia. Teachers should ensure that students are receiving linguistic benefits from being in the UK by maintaining an English-only environment and introducing culture/real language into the classroom as appropriate.

Attending meeting and participating in CPD courses

Teachers are expected to attend all meetings arranged by the inlingua Leeds Management and to participate in CPD provided by inlingua Leeds. Additional CPD is optional and taken into consideration during the Appraisals.

Preparing progress reports

Teachers are expected to prepare weekly reports that accurately reflect the student's individual weaknesses and strengths, and provide useful weekly SMART targets that reflect the student's targets each week. Students may also request additional reports.

Lessons plans in the event of absence

Teachers are required to prepare lesson plans, electronically when possible, to Operations Manager, Academic Manager and the administration, at least one day before the class is due to be taught, in a form that another teacher could use in the event of the teacher's absence.

Taking the register

Teachers are expected to maintain a good record of attendance in line with the management's guidance. Attendance must be submitted on the online platform within the first 15 minutes of each day.

Homework

Teachers are expected to set daily homework for students that will give them further opportunities of learning beyond the classroom. Tasks set as homework should link well to the main course and be part of the lesson plan to ensure students can receive timely feedback about their homework and clarify any language issues as necessary. Maintaining a good record of students' homework/project completion behaviour is key to helping them develop independent learning skills.

Additional language learning resources

inlingua Leeds attaches significant importance to encouraging students to read extensively. To this end, we invest in reading books that are simplified for learners of different levels. We expect teachers to integrate these graded readers into their teaching plan not only for improving students' reading comprehension but also for helping them consolidate their grammar knowledge while improving their vocabulary to a great extent.

Responsibility for the welfare of class(es)

If the teacher is the only teacher for a class, then he/she automatically is the teacher responsible for the class in pastoral matters. If there are more teachers than one teaching the class, the Operations Manager and Academic Manager will determine the teacher whose responsibility the welfare of that class is. This responsibility includes paying special attention for the students who need special care and their linguistic progress. Teaching responsibility extends to guidance in any other educational matters affecting the progress or welfare of the class as a whole. It is the teacher's responsibility to ensure that the welfare officers and inlingua Leeds management are aware of any problems the students are facing and to be a part of the solution to ensure that all students are happy, safe and learning.

Preparation of student progress reports

The teacher must inform the Operations Manager and Academic Manager, as soon as possible, of any irregularities with students such as: conflicts, late attendances, lack of homework, or any other welfare issues observed. The Student Concern Form is to be filled in, electronically if possible, in all instances and forwarded to the relevant person. If the problem is educational, the Operations Manager and Academic Manager is to be contacted in the first instance; regarding other issues, the CEO needs to be notified.

Responsibility for the condition of all school equipment, including the furniture, in classrooms during teaching time

Extra attention must be paid to any deterioration and to the protection of all items in the classrooms. If a student damages any school property, the teacher has a duty to attempt Damage prevention by all reasonable means, and to report any damage and the identity of any culprit/s, if known, to management.

Becoming familiar with the LanguageCert exams

Teachers must ensure that they are introducing the students to the exams at their level and providing adequate training for students to perform well in these exams. Teachers must become invigilators for the exams and maintain up to date information on the exams and any changes. They must also ensure students are informed of opportunities for full mock tests.

Dedicated time for teaching independent learning skills

As part of their lesson plans, teachers must ensure that students gain the learning skills to improve their English effectively and independently. To this end, teaching IPA (International Phonetic Alphabet) will play an important role in making sure that students learn how the sound system (phonetics) of English works and distinguish between sounds more easily in order to develop their pronunciation skills in a healthy way. In addition, teaching and promoting the use of a monolingual English dictionary will also open plenty of learning opportunities for students.

Familiarity with the conditions and standards of external accreditors and readiness for any upcoming inspections

Teachers may be required to take on additional tasks in the lead up to an inspection, which will be discussed as necessary and with notice. Teachers are expected to maintain standards throughout the year and to actively report any lapses in standards to management. Accreditation organisations such as the British Council and English UK set out guidance documents related to the standards they expect to see during an inspection. Teachers must align their teaching standards in line with such organisations' standards.

Maintaining a positive and understanding attitude around the college

Teachers are required to maintain a professional demeanour and attitude at all times, especially in front of students and associates. Teachers are forbidden to discuss college workings or speak ill of other students, staff or management in front of students and instead raise concerns or problems through the correct channels with management.

Equipment and learning software

Teachers are required to report any issues related to classroom equipment and learning software to the admin personnel in order to ensure smooth and effective learning time for students.

GENERAL ENGLISH TEACHERS

In addition to the above responsibilities, teachers on General English courses are expected to:

- a) encourage extensive skills practice through promoting the inlingua Leeds library and resources to students and tracking their extra work where appropriate.
- b) develop a basic understanding of English language assessments to advise interested students. More specific questions can be forwarded onto the Operations Manager or Academic Manager or IELTS teachers. inlingua Leeds will provide teachers with some basic CPD on different exam
- c) work with the Academic Manager to produce an archive of teaching activities that can then be shared with other teachers at inlingua Leeds.
- d) implement elements of practical and project-based learning, such as presentations, letter writing and so on that are relevant to the students in these contexts.

EXAM TEACHERS

In addition to all the above duties, teachers on exam courses (IELTS, Cambridge or Trinity) are expected to:

- a) ensure students receive adequate practice across all skills, including their general English ability and exam technique and preparation.
- b) further develop themselves by becoming well-accustomed on accurate grading for the exam course they are teaching, so they are marking students as closely as possible to the real test.
- c) ensure they are up to date with any changes made to the exam or any part of it, so they are preparing the students for the exam as they will take it and be aware of locations/dates where the exam can be taken as necessary.
- d) provide assistance to non-exam courses inlingua Leeds students who wish to take a test, and to other staff members who wish for more information about the test. Complex queries or those about other tests can be directed to the Operations Manager or Academic Manager

ACADEMIC ENGLISH TEACHERS

In addition to all the above duties, teachers on Academic English courses (IFY) are expected to:

- a) ensure students receive adequate practice across all skills, including their general English ability and academic tasks and language.
- b) further develop themselves by becoming well-accustomed on accurate grading for the exam course they are teaching, so they are marking students as closely as possible to the real test.
- c) ensure they are up to date with any changes made to the exam or any part of it, so they are preparing the students for the exam as they will take it and be aware of locations/dates where the exam can be taken as necessary.
- d) ensure that externally provided course syllabus is followed in order to ensure that main aims and potential exam content are covered. However, teachers are permitted and encouraged to supplement and adjust materials in order to make them appropriate to the individual students.
- e) ensure that students are aware of academic conventions and expectations, and ensure that assessment methods are in line with what students will need to complete at university.

WHO IS WHO?

2023-2024



PHILIP CLARK

Director of Studies
BA, MA, CELTA, DELTA



PHOEBE HEVAN

Administrator
BA



AHMED EL-TURABI

**Welfare & Accommodation
Leisure Officer, First Aid,
Fire Marshal**
BEng, MSc



Summary of key policies, procedures and expectations

Professional behaviour

inlingua Leeds expects every teacher to behave in a professional and moral manner when teaching or dealing with students. We ask teachers to present themselves for classes clean, tidy and smartly dressed in a way that is appropriate to the setting. Formal clothing is not required, and everyone is asked to dress modestly.

Each teacher is assigned to a class, and each class is assigned to a classroom. The entire school is cleaned twice a week. However, it is the responsibility of the teacher to ensure that the board is left clean, the computer and projector are off, the tables and floor are free of debris and clear and that the windows are properly closed at the end of each day.

Each classroom comes with one poster of irregular verbs, a phonemic script and a world map. Please make use of these, and feel free to decorate your classroom to suit your class and needs. If you move to a new classroom, please ensure that all your own posters are removed and that the walls are clean for the next teacher. Any staff member who causes any damage to inlingua Leeds property will be liable for the repairs.

All inlingua Leeds staff are expected to treat students with respect and dignity, and as the staff members most in contact with students, this is especially important for teachers. All incidents of rude/inappropriate behaviour must be reported to inlingua Leeds management. Please refer to the Code of Conduct for more details.

Teacher Attendance

Classes at inlingua Leeds start at 09:30am. Teachers are expected to be present at least 15 minutes beforehand to welcome students and ensure they are properly prepared. If you will be late or cannot teach, you must call the Operations and Academic Manager as soon as possible to ensure that cover can be arranged. Late or inadequate notice will result in disciplinary measures.

Please see the Cover Policy for further details.

Contact time and pay

Your contract will state the number of working/contact hours and your remuneration.

Lesson preparation

Teachers are expected to plan adequately and keeping in mind the needs of the individual students in their class. inlingua Leeds Schemes of Work are guided by the CEFR criteria for each level and these form the main aims rather than being guided by the coursebook. This allows teachers the freedom to adapt their teaching as much as required.

Teaching Resources

inlingua Leeds has a variety of different resources available for staff and students to use freely to improve learning and teaching. The Staff Room has a variety of course books, reference books, CDs, DVDs and worksheets available that all teachers are encouraged to make use of. In the classrooms, teachers have Smart Boards and computers. Training is given on the use of these and teachers are encouraged to experiment to get more comfortable and familiar with the technology and resources on offer. Please also see the Resources Policy.

Lesson plans

You are recommended to make daily lessons plans for yourself. However, the formal lesson plans should be made only prior to the lesson observations and emailed to the Operations and Academic Manager. The record of what was covered in each lesson and the homework assigned should be made daily in the Scheme of Work. Schemes of Work must be kept in the Class Folder at all times in case of emergency cover.

Recording student attendance

Recording student attendance is very important. Tardy or casual recording of student attendance is unacceptable. inlingua Leeds College has a legal obligation to keep an up-to-date record of the attendance of every student, particularly those with visas and sponsorships. Attendance is marked daily by teachers on our online platform. Consistently late or absent students are given a written warning from the Operations and Academic Manager. Please refer to our Attendance Policy.

Recording student progress

Recording progress is an essential part of teaching at inlingua Leeds. You will record daily progress, weekly test results and targets, and 4 weekly reports and tutorials to ensure students are progressing well. Any concerns about a student must be reported to the Operations and Academic Manager.

Student assessment

It is very important that you assess students regularly and fairly. inlingua Leeds uses an in-house mark scheme (available on the Google Drive) with bands. The assessment of students in General English is broadly norm-referenced criterion (students are marked against each other) whilst exam classes are criterion-referenced (students are marked against a set guideline). However, the mark scheme does have some bad descriptions to act as a guideline.

Students can be assessed in all different ways, from projects to gap fills. Teachers are encouraged to test in a way that is appropriate to the class and individual students and ensure that there is a variety of testing to give the best picture of that students' levels. All students must be assessed at least once a week.

Teaching guidelines

inlingua Leeds broadly follows a Communicative Approach that incorporates a range of methodologies from communicative Language Teaching (CLT) to Task-Based Learning (TBL). This mix of methodologies allows us to adapt our teaching to suit a range of different learning styles, expectations and skills whilst maintaining a focus on getting students to use the language as much as possible in real/real-like scenarios. Our main aim is to encourage fluency as well as accuracy, and to develop the confidence to speak and understand both other foreigners and native speakers of English. We encourage independent learning and the use of different learning strategies to make our students self-dependent and confident learners who are aware of their own goals.

Many students, particularly those from the Middle East and Asia, are used to a more authoritarian, Grammar translation approach and this emphasis on student-led work can feel very different.

Therefore, it is important to keep this educational history in mind. It is also important to remember that some students may not be used to working in pairs or groups, doing projects, presentations or working in a mixed gender/mixed nationality setting. Teachers must be sensitive to this and use the tutorials to gauge what students are expecting to avoid confusion or disappointment later. However, it is key that, as an educational institution, we keep this focus on communication that we believe leads to better learning outcomes for the students. Whilst methodologies like Grammar Translation and lectures do have their place, they must not be used solely to appease students. If you have any concerns, please speak to the Operations and Academic Manager.

Teacher Development and Issues

- We have a weekly Academic meeting every Thursday 14:30-15:30. Included in this meeting is a 30-minute mini-CPD for all teachers. Teachers are encouraged to use their CPD Trackers to track their development. Please see the CPD Policy for more details.
- In addition, any reported issues at any time, such as inappropriate units in the course book or student issues are automatically notified by e-mail to all staff concerned.

School procedures and Policies

It is the responsibility of each individual staff member to ensure they are up to date on the inlingua Leeds policies. When they are updated, copies will be sent to all staff members and you must ensure that you understand them. Any questions can be answered by inlingua Leeds management.

Student Behaviour

Please, familiarise yourself with the stages in the inlingua Leeds College's student disciplinary procedure. If you face unruly or disruptive students, please notify the Operations and Academic Manager immediately. It is important to consider the motivators behind a student's poor behaviour and attempt to address this, rather than assuming the worst of a student.

Please also see our Safeguarding and Anti-radicalisation policies for other possible motivators for student behaviour and how to deal with these.

Student Disciplinary Procedure

Students who break the inlingua Leeds rules or conduct themselves in a disorderly manner will be subject to the following disciplinary procedure. The Operations Manager and Academic Manager is responsible for the administration and implementation of the disciplinary procedure. This procedure has three stages:

- 1) Verbal warning: for a minor breach of the rules. The student will be challenged to improve their behaviour.
- 2) Written warning: is given to a student who has already received a verbal warning for a breach of discipline. The Operations and Academic Manager will record the time, date and reason for the warning in the student database.
- 3) Expulsion from the course: inlingua Leeds College will expel a student who disregards a written warning and again breaks the rules.

inlingua Leeds College will not refund any course, homestay or fee to any student who is expelled. The student may not be accepted on any future course. If the expulsion affects the integrity of the student's visa, inlingua Leeds College will report the expulsion to the UKVI and the Home Office.

For more information on student behaviour expectations, please refer to the school policies and Staff Handbook.

Teaching Observations

All teachers are observed every other month to ensure quality and improvement of teaching practice. One observation will be a pop-in and the other will be a full observation with a full lesson plan.

- The Operations Manager and Academic Manager will inform teachers of which lesson will be observed. Teachers can request specific dates or lessons.
- The lesson plan must be sent to the Operations Manager, Academic Manager and CEO at least one day before a full observation.
- The Academic Manager and CEO makes provisional notes during the observation.
- A feedback session involving your own report about the lesson is organized usually a few days after the observation. The Academic Manager and CEO will then discuss any points and targets for improvement and CPD topics will be discussed.
- The report is then signed, and copies given to teacher and placed in staff folder.

All criteria are available to teachers and all observations will feed into the yearly Appraisals. Any concerns about observations or complaints can be addressed to the CEO or our inspectors, ENGLISHUK.

Staff Appraisal Process and Policy

Starting from the day of employment the staff will be observed in all manners including social, moral and professional aspects.

Appraisals are set for after the first three months, and then again after each year of employment.

For the staff, the evaluation forms are very important. Having poor relations and behaviour will result in withdrawing the contract and ending employment with inlingua Leeds. The results of the evaluation forms will directly affect your prospective future with inlingua Leeds College.

It should be always remembered that even though the students are here to learn the language, they are also our customers. They are here facing a different culture, vulnerable to problems such as home sickness and cultural and personal conflicts. Their happiness and welfare are also our responsibility. As well as the student evaluation forms, the verbal feedback from students is also very important.

A poor appraisal does not equal disciplinary action but repeated poor appraisals and no evidence of taking the necessary steps to improve might do. This will be at the discretion of management.

The teacher's conduct both in and out of the classroom will also be observed in so far as it may affect the success and reputation of the school.

Handling Unsatisfactory Performance

Should your performance be deemed unsatisfactory, you will be informed in writing and will be guided to improve your skills. The Academic Manager and CEO will discuss this feedback with you and try to illustrate points which need to be focused on. This constructive attitude is aimed at improving the quality of the delivery of the lessons. Please note that one case of unsatisfactory performance or negative feedback does not automatically equal termination of contract. inlingua Leeds will always seek to resolve the issue where possible and provide you with support to improve.

In case of persisting unsatisfactory performance, where a teacher has exhibited either an inability of unwillingness to improve, the employer has the right to terminate your contract which is also defined in the terms and conditions in your contract.

Teacher Disciplinary Procedure

Teachers or staff who are seen to be ignoring or not abiding by the school rules will be disciplined in accordance with our school policy. This procedure has three stages:

- 1) Verbal warning: for a minor breach of the Centre rules. The teacher or staff member has an informal meeting with the Operations Manager and CEO, and a note is made in the Disciplinary Log.
- 2) Written warning: if a verbal warning has already been issued or if the matter is more serious, the Operations Manager and CEO will issue a written warning and again record this meeting in the log.
- 3) Termination of contract: repeated poor behaviour will lead to termination of contract as detailed in our policies.

inlingua Leeds College will endeavour to always give ample opportunities to a teacher who displays a willingness and ability to improve. Teachers who feel they have been unfairly dismissed can contact their union or our inspectors, EnglishUK.

Course aims

To improve English language ability against the CEFR.

To improve confidence in using English in everyday life- teachers will teach positively, to encourage the students, and use real life contexts to help students to be able to use what they learn in the classroom outside. Teachers will aim to use the fact that students are living in the UK as much as possible to encourage integration.

To introduce students to British culture and customs and encourage them to share their own

cultures- teachers will teach students about life in the UK and encourage students to share their cultures too. inlingua Leeds will aim to avoid classes with only one nationality where possible to encourage this further.

To introduce learning strategies and independent learning- students will use a variety of different learning strategies and learn about independent study techniques to help them to become better learners.

Overview

Product- orientated- GE courses are primarily focused on achieving communicativeness. Courses are built around materials that move away from passive knowledge into active use, as this is the primary purpose (in most cases) of studying abroad. Although materials for this type of course tend to be part of the Structural Approach, the preference is towards a Notional Approach to ensure that real-life, everyday communication is covered adequately.

21- hour - This course consists of 14 lessons (14, 90-minute lessons) . The 21 hours covers the main language input of the day, revision, progress tests and controlled practice of language. The 21-hour package is planned with structured course materials and the additional online practice tool and supplementary materials also encourages free practice of key language aims, further language exploration and analysis, skills practice and TBL-style learning.

Adaptation and personalisation- materials are frequently adapted by the teacher to ensure they are relevant to students. Teachers are encouraged to adapt materials where possible.

Incorporation of technology- all GE courses will have an online platform accompanying the course. Continuous Enrolment- In order to ensure all students progress, there is a focus on individual attainment and achievement against their personal goals, with regular revision to ensure that key information or areas are revisited. Teachers take care to advise students on what areas to revise during the first tutorial. **Regular homework-** Homework (either controlled, free or experiential) is to be given at least 2 (ideally 3) times per week in order to ensure revision and exploitation of environment during UK study.

Weekly assessment- all students will be assessed weekly and these scores recorded on their School Manager profile.

Progress- Student progress is tracked through performance in weekly assessments, classroom performance and through tutorials. Students complete a LanguageCert exam when they are ready to move to the next level.

Sample weekly plan

Flexible structure- Although the lessons loosely follow the structure of the course book, teachers are free to change the structure to better suit the weekly aims.

Weekly and daily aims- Teachers set both daily and weekly aims to ensure all skills and systems are properly covered. These are made available to students through noting on the board, schemes of work and verbal instruction.

<i>Weekday</i>	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Aim</i>	Grammar, reading and speaking.	Vocabulary, writing and speaking.	Listening, speaking and vocabulary.	Reading, writing, speaking and grammar.	Students revise content from the week, including key vocabulary and complete a weekly assessment.

Exam classes (IELTS)

Course aims

To improve English language ability against the CEFR.

To improve awareness and knowledge of the IELTS test- students become more familiar with the test format, test types and aims in order to improve their ability to achieve their target score.

To improve familiarity with typical IELTS topics- students become more familiar with typical topics in order to be more familiar with the type of content they are likely to see in the test.

To introduce students to British culture and customs and encourage them to share their own cultures- teachers will teach students about life in the UK and encourage students to share their cultures too. Inlingua Leeds will aim to avoid classes with only one nationality where possible to encourage this further.

To introduce learning strategies and independent learning- students will use a variety of different learning strategies and learn about independent study techniques to help them to become better learners.

Overview

Process- orientated- as with most exam courses, the course content largely focuses on how to answer questions and using appropriate language for different styles of questions. Whilst skills, vocabulary and grammar are covered, they are with an eye to increasing success at answering the questions, not about necessarily producing useful products.

Adaptation and personalisation- materials are frequently adapted by the teacher to ensure they are relevant to students. Past exams are utilised into classroom material for analysis.

Higher and Lower classes- where possible, a Lower IELTS class will be opened alongside the Higher IELTS class. This Lower class will be for students who either have no experience of IELTS and are Intermediate level, or who wish to achieve a 5.5 or below. This will ensure that students attending a class are of a similar level as their classmates and allow lower level students to also take the exam.

21-hour split- This course consists of 14 lessons (14, 90-minute lessons). During the 21 hours, the main language input, revision, controlled practice and exam analysis takes place.

Weekly assessment- all students will be assessed weekly and these scores recorded.

Continuous Enrolment- In order to ensure all students progress, there is a focus on individual attainment and achievement against their personal goals, with regular revision to ensure that key information or areas are revisited. Teachers take care to advise students on what areas to revise during the first tutorial.

Progress- student progress is monitored via weekly IELTS practice tests and judged against the student's individual targets, classroom performance and tutorials.

Sample weekly plan

Flexible structure- Although the lessons loosely follow the structure of the course book, teachers are free to change the structure in order to better suit the weekly aims.

Weekly and daily aims- Teachers set both daily and weekly aims to ensure all skills and systems are properly covered. These are made available to students through being written on the board, schemes of

Monday	Tuesday	Wednesday	Thursday	Friday
work and verbal interaction.	Writing test analysis, process-orientated focus and relevant vocab revision.	Listening test analysis, content revision and pronunciation analysis.	Speaking test, revision of pronunciation analysis, grammar and vocab revision.	Students revise content from the week, including key vocabulary and complete a weekly assessment.
Aim	Reading test analysis, grammar analysis and revision.			

Exams classes (Cambridge and Trinity)

Course aims

To improve English language ability against the CEFR.

To improve awareness and knowledge of the test- students become more familiar with the test format, test types and aims in order to improve their ability to achieve their target score.

To improve familiarity with typical topics- students become more familiar with typical topics in order to be more familiar with the type of content they are likely to see in the test.

To introduce students to British culture and customs and encourage them to share their own cultures- teachers will teach students about life in the UK and encourage students to share their cultures too. Inlingua Leeds will aim to avoid classes with only one nationality where possible to encourage this further.

To introduce learning strategies and independent learning- students will use a variety of different learning strategies and learn about independent study techniques to help them to become better learners.

Overview

Process- orientated- as with most exam courses, the course content largely focuses on how to answer questions and using appropriate language for different styles of questions. Whilst skills, vocabulary and grammar are covered, they are with an eye to increasing success at answering the questions, not about necessarily producing useful products.

Adaptation and personalisation- materials are frequently adapted by the teacher to ensure they are relevant to students. Past exams are utilised into classroom material for analysis.

21-hour split- This course consists of 14 lessons (14, 90-minute lessons). During the 21 hours, the main language input, revision, controlled practice and exam analysis takes place.

Incorporation of technology- all GE courses will have an online platform accompanying the course (English File)

Weekly assessment- all students will be assessed weekly and these scores recorded on their School Manager account.

Sample weekly plan

Flexible structure- Although the lessons loosely follow the structure of the course book, teachers are free to change the structure in order to better suit the weekly aims.

View to relevant content- Lessons are designed around useful and likely topics and systems that will be needed to perform well in the exam.

Weekly and daily aims- Teachers set both daily and weekly aims to ensure all skills and systems are properly covered. These are made available to students through being written on the board, schemes of work and verbal instruction.

Progress- student progress is monitored via weekly IELTS practice tests and judged against the student's individual targets, classroom performance and tutorials.

<i>Week day</i>	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Aim</i>	Reading test analysis, grammar analysis and revision.	Writing test analysis, process-orientated focus and	Listening test analysis, content revision and pronunciation analysis.	Speaking test, revision of pronunciation analysis, grammar and vocab revision.	Students revise content from the week, including key vocabulary and complete a
		relevant vocab revision.			weekly assessment.

Academic English

Course Aims

To improve English language ability against the CEFR.

To improve confidence in using English in university contexts- teachers will teach positively, to encourage the students, and use real university contexts to help students to be able to use what they learn in the classroom at university.

Teachers will aim to use the fact that students are living in the UK as much as possible to encourage integration.

To improve knowledge and ability to use subject-specific language- teachers will incorporate subject-specific vocabulary and situations into the classroom to ensure that students are becoming familiar with common vocabulary they will need during their courses.

To introduce students to British university culture and customs and encourage them to share their own cultures- teachers will teach students about life in the UK and encourage students to share their cultures too. Inlingua Leeds will aim to avoid classes with only one nationality where possible to encourage this further. In particular, teachers will focus on British university culture and customs to help students to understand what will be expected of them and what they should expect.

To introduce learning strategies and independent learning- students will use a variety of different learning strategies and learn about independent study techniques to help them to become better learners.

Overview

Process-orientated- the Oxford EAP series are primarily used as a basis for this course, though the lessons are organised by skills. The design of this course is generally the Learner-Led Approach, as naturally it will adapt around the academic subjects of the students, their level and their abilities. However, the Oxford EAP series allows consistency and gives guidance to the teacher.

Study skills focus- each lesson is designed to address a different area of academic skills, with a focus on how to successfully take part in a higher academic course.

Academic topics- where possible, the students' own academic disciplines are included, as well as a variety of other academic topics.

Weekly university-style assessment- assessments include regular essay/report writing tasks, academic presentations and taking part in discussions.

Inclusions of technology- relevant online platforms are used alongside the regular materials, in order to replicate a university-style Blackboard system and encourage further study outside the classroom.

Varied content and focus- content changes week by week to ensure that students' interest is maintained and that the lessons feel dynamic and engaging. Daily skills focus can be mixed up week by week or kept constant depending on the needs of the students.

Sample weekly plan

<i>Weekday</i>	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Skill/system</i>	<i>Speaking + assessment</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Grammar/vocabulary + feedback</i>
<i>Aim</i>	Students complete a university-style speaking task, plus	Students are exposed to lectures, presentations, discussions and	Students learn about reading skills that will help them to read	Students focus on writing in a formal, academic style and complete	Students revise basic grammar rules and structures and the new vocabulary
	focusing on useful phrases, techniques or aspects of academic culture that will be important in this type of task. Students will be assessed on their speaking, a piece of writing from the previous week, or both. As part of this, students complete a self-assessment form.	other examples of academic communication. Where possible/helpful, authentic examples are used. The focus is on developing skills that can be applied to academic style tasks.	effectively and quickly during an intense period of study. The lessons focus on extracting meaning from texts and researching skills are emphasized.	tasks that may be part of an academic programme. Structure and the development of an argument are the primary focus.	from that week; the app "Quizlet" is used in order to give students further revision opportunities. In addition, students receive the feedback from the beginning of the week with a completed report that gives guidelines for improvement.