



St Edmund's College Summer School: English Language Lessons

1. Introduction

Our English as a Second Language lessons are central to the Summer School. We believe in learning through *doing*; our lessons are fun, engaging, interactive and intellectually stimulating. The teachers plan all of their lessons 'from nothing'; we do not follow coursebooks or set curricula. This enables them to create lessons which are specific to the classes' interests and personalities. For us, learning a language is more than memorizing vocabulary and grammar; we encourage our students to think, debate, critique and create in English.

2. Assessment and Placement

On the day after the children arrive, they complete a range of tests designed to assess their English language level. The tests cover reading, writing, speaking, listening and grammar. Once they have been marked, the children are placed into the appropriate class for their level of proficiency and age group:

Juniors: 10-11 years old

Middles: 12-13 years old

Seniors: 14-15 years old

16+: 16-17 years old

(we may sometimes place children into the age group above their actual age, but never the one below)

3. Lessons and Times

The children take 12 hours of morning *English as a Second Language* classes on Monday, Tuesday, Thursday and Friday every week. There are three hour-long classes per day: 09:00-10:00, 10:15-11:15 and 11:30 to 12:30.

4. Teaching Methodology

We follow two teaching approaches: **Task Based Learning (TBL)** and **Content and Language Integrated Learning (CLIL)**. TBL lessons are structured around the children completing a task together using authentic communication. For example, they may *plan a round the world trip*, or *design a new*

means of transport. CLIL classes involve learning English while also learning content from another subject such as History or Geography.

Our lessons are all based on the educational visits that the children go on. So, for example, if a class is going to the Tower of London, the children might research the Tower's history and produce a visual timeline; or, if they are going to a zoo, they might prepare a presentation on endangered species. The English language that the children learn comes from the topics and tasks of the lesson: a lesson about history might focus on past tenses, while one on conservation could practice modal verbs of obligation.

5. Other

- Each morning, the teachers begin the first class with 10 minutes of 'class talk time' where the children can speak freely about how they are feeling and what they like and do not like about their experience at the Summer School.
- Each Friday there is a short test covering what the class have learned that week. The teachers use the results to complete their end of course report.
- We have a library and several IT rooms which the classes often use
- At the end of each course the children receive a report with details of their English language level and what they can do to improve.

Last Updated by Lee Hawkes, February 2019