

# LSI Young Learner Syllabus Rationale



The LSI YL Syllabus consists of five modular, self-contained weeks, which can be taught in any order as directed by the Academic Manager. The approach is suited to the short course rolling intake students providing a sense of weekly cohesion without penalising students who are freshly arrived. As the maximum course length tends to be 4 weeks, there should be no danger of repetition of material.

When choosing the module for any particular week, the Academic Manager should take into account the activities programme, trying to match the topics of the classes to the activities as closely as possible. This reinforces the sense of real world English, creates interest in the Activity and allows for real world practice and consolidation.

Across a week, the Monday, Wednesday and Friday will be largely coursebook based, providing linguistic input and structure. The Tuesday and Thursday will be learner centred and project based, resulting in presentations or task completion. These will be student led with teachers acting as guides and facilitators throughout. As well as educational benefits, it is hoped that this will help build relationships, interpersonal and leadership skills and positively affect the programme as a whole.

The coursebook chosen is Close-up by Cengage. This uses authentic National Geographic materials as its bases and therefore appears relevant and authentic. It is also designed to appeal to inquisitive learners, an approach we hope to mirror and further develop in the project sessions. It is also aimed at the more mature students, fitting in with the usual LSI Young Learner's Demographic. Content is substantive and challenging with the rationale that it is easier for teachers to insert light activities, games and tasks, than it is to add weight to an overly light text.

The syllabus is designed at three main levels – Lower (A1/A2/B1), Mid (A2/B1/B2) and Upper (B2/C1/C2) - matching previous experience of differentiation levels within past programmes and allow for skills/systems disparity within individual learners, which is more pronounced at this age. Teachers are expected to respond to the class in front of them, assessing how tasks are being completed and language acquired and to grade classes accordingly. As such, the syllabus provides content from three different levels of Close-up. Teachers are not expected to cover all of this content, but to choose and construct a plan from within it, based on task and acquisition feedback.