



English Courses

What is our philosophy?

At Ludum we aim to maximise all areas of child development while allowing positive expression of individual identity, this means that we have a child centered approach to education; based on respect for the child and their pace of learning. We are a creative school therefore; work on giving children unique experiences that help them achieve innovative skills in solving problems, and general life challenges.

How is this applied in our English courses?

Our philosophy means that for us, the most important objective in terms of Language development is that children learn in their own time without pressure, in order to achieve a positive relationship with English that will serve as a basis for progress in the future.

We offer a variety of English programs at Ludum that are adapted to meet the needs of the child or group of children. These programs are based on four main areas of language development:

- 1) Phonology- rules of sounds in English
- 2) Semantics-the meanings of words
- 3) Syntax-how words are combined to make sentences (grammar)
- 4) Pragmatics- how language is used in different social contexts

What do experts say?

It is clear that children do not learn their first language but instead that there is a natural acquisition over time. Children begin to understand language at around 9 months of age; this gradually leads to production of simple words



at around 12 months. Early words used by children are usually related to three main areas:

- 1) Actions
- 2) Social routines
- 3) Games and stories

Children at an early age are learning a great deal about the world, this combined with limited attention and memory capacity mean that they often try to save energy by categorising information into schemas. Schemas are mental containers used to process information more easily.

How do we aid language development?

With all of this in mind it becomes clear why at Ludum, we do not teach English to children in the strictest sense of the word, but guide second language acquisition naturally through a method called 'learning to learn'. This means giving children tools and strategies that can aid spontaneous language development, in a similar way to how they acquire their first language. We understand that learning is an active process and that children are more motivated to experiment if they are having fun and are stimulated using fantasy and imagination.

Why are we different?

We put emphasis on the child and playing to help them learn. In other schools children are often grouped into specific ages or abilities, instead we prefer mixed ability classes as this motivates learning in a different way, using an effective but relaxed approach called 'scaffolding'. Scaffolding means that children can also become part of the learning process, by exchanging strategies with each other and therefore, encouraging



acquisition. This also increases self-esteem and confidence in and outside of the classroom.

How are groups decided?

Generally children under 5 years are grouped together as the majority has not yet developed reading or writing skills and because they are still working hard to develop their first language. This means that English courses for under 5's are based on simple topics with age appropriate songs, stories and games. As children get older, activities gradually become more structured and the areas of language described above can be introduced.

English courses can be bought in packages of one, two or three lessons per week, for either four months or a full school year.

| Lessons per week | Cost for four months | Cost for school year * |
|------------------|----------------------|---------------------------|
| 1 | 400 | 720 |
| 2 | 720 | 1296 |
| 3 | 1080 | 1944 |

*10% discount per year if paid in full before course start date.