

# Scholar English: to develop intellectual maturity in English

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*The Scholar English course can be taken in these ways:*

**1** *Academic term course - each term is a duration of 8 weeks.*

**2** *Short courses throughout the year - duration from 1 - 4 weeks.*

**3** *Summer taster courses - a summer course in June, July, or August - duration from 1 - 8 weeks.*

A course which refines knowledge and consolidates the student's intellectual maturity. The English expertise of middle and high school students has evolved so much in recent years that it is more constructive for them to take a language course whose curriculum includes academic subjects.

## *Course objectives*

The majority of teenagers have already acquired a level of English that allows them to make themselves understood. The aim of this course is to build on these foundations, to increase both the extent of that knowledge and, above all, to give students the way of organizing this knowledge in oral and written communication. It is about acquiring an appetite for extending one's knowledge and presenting it eloquently.

## *Academic programme*

An assortment of educational activities to transfer academic knowledge from the native language into English. The format of the course is based on a university style model: practical work, debates, research, workshops, presentations, guided interviews, lectures, supplementary reading, discussion seminars and skills support.

The subjects covered: this is absolutely not the traditional language stay, but a much more extensive academic course. The students go, in English, beyond the subjects they have acquired knowledge of at school: history, philosophy, science, literature, etc.

Language codes: in their home country, students approach learning English with grammar, vocabulary and comprehension lessons. Here, language proficiency is acquired solely in context, whether it be the English of everyday subjects or of academic subjects.

Reading incentive: each Monday in Book Club, students choose a book suited to their language level, read it in its entirety after dinner and, on Tuesday, defend their interpretation in front of a jury composed of teachers and fellow students. The aim is to exercise the mind in a deep analysis of themes explored in the book.

Deep Analysis and Synthesis: analysing texts at the paragraph, sentence, and word level from a functional perspective helps students understand and reproduce for themselves the logical sequence of ideas and components of a well-constructed argument. Acquiring this dexterity in reasoning, which is reflected in formally structured written composition, leads to academic English that is both coherent and eloquent.

The benefits of reading biographies: during their period of study, students read at least one biography from which they benefit greatly. On a human level, students are invited to reflect on individual and collective perspectives to understand the course of events and acquire a deeper appreciation of their own potential.

Linguistic acuity: teachers integrate the teaching of language codes by teaching real and exciting academic topics.

Intelligent vocabulary: the ease with which students can process, produce and manipulate formal academic vocabulary plays an important role in the quality of comprehension, as well as in their concise and complex oral and written expression.

Oratorical jousts: the programme includes formal debate sessions, during which students are divided into two camps and, after a period of preparation, are invited to present, according to the camp, the case for and the case against. The motions chosen are always on important current issues: they deal with questions of equality and diversity, well-being, social order, nature and culture, interventionism, distribution of wealth, cultural relativism, etc.

Drama and literature: absent from most language courses, literary classics can be a lasting anchor in the academic knowledge of students studying subjects in English. Once adapted to the students' language level, a Shakespeare play or other classic works can often be covered in their entirety in a single lesson. Students benefit both from the interpretation of the play and from expanding their ability to understand and analyse the human aspects of the work.

Science: the school is equipped with a laboratory to integrate biology, physics, chemistry and mathematics into the curriculum. Thus, science is taught in English to give students the ability to communicate internationally on scientific subjects.

Peripatetic discourse: Aristotle asked his students to accompany him on his walks around the lyceum. At least once a day, tutors and students walk outdoors and discuss intellectually interesting topics one-on-one in English. Acuity and fluency are central to oral development, as tutors provide immediate feedback. In addition, it is an exercise that forces students to express their ideas more critically and elaborately. The themes are generated from various taxonomies of thought applied to the academic world: literary subjects, scientific subjects, general knowledge, current affairs, life choices, etc.

Introduction to the business world: many students who choose either a short or a long course are destined for business schools. In order to teach them the basics of management on the one hand, and to develop their English on the other hand, the course includes some sessions on the topic of Business Studies.

### *Course outcomes*

By the end of the course, the student is eloquently erudite; they understand and respond creatively to complex ideas in increasingly sophisticated English. They enjoy the challenge of structuring complex ideas and issues to present them thoughtfully in a debate or oral presentation, as well as presenting them with style and coherence in an academic essay.