

TEACHING ENGLISH TO PRETEENS AND TEENS (TEPT)

U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM
UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE

Course Overview

Educators in this course who work with pre-teens (students who no longer quite the profile of a “young learner” and who are making the transition to being a teen) and teens will learn how to motivate these age groups by designing collaborative projects that involve several content strands critical to twenty-first-century learners. Whenever possible, student-centered practices and opportunities to introduce student choice in the everyday language class will be modeled and applied in this course. Topics may include but are not necessarily limited to the following kinds of thematic areas. Whenever possible and appropriate, topics of local interest to participants and their students will be incorporated.

My planet, my life: environmental issues, incorporating events such as World Earth Day.

My friends, my community, my world: topics such as tolerance, diversity, bullying; incorporating events such as International Women’s Day.

My future, my way: work-readiness, entrepreneurship, service learning, and experiential learning with a review of case studies of teens who’ve made a difference in their communities, such as William Kamkwamba and *The Boy Who Harnessed the Wind*.

Special requirements: this course is for educators who work with pre-teens and teens.

Learning Objectives

By the end of this course, participants will be able to

- identify, evaluate and selectively apply a wide variety of stimulating materials (e.g., text, audio, video, hands-on, realia) to existing or new EFL curriculum
- effectively apply strategies for both motivating and managing classroom-based language activities for pre-teens and teens
- develop students’ language and critical-thinking skills through the design of high-interest, collaborative project-based learning and problem-solving experiences for their classes
- clearly articulate language-learning goals and appropriately align measures to be able to justify and evaluate any new approaches, activities, or materials applied to local contexts

Course Scope and Sequence

Week 1: Course introduction and orientation; ABCD (audience, behavior, condition, degree) learning objectives¹ and measures; setting up topic exploration teams

¹ ABCD Method, originally from Heinrich, Molenda, Russell, and Smaldino’s *Instructional Media and Technologies for Learning* (Englewood Cliffs, New Jersey: Merrill, 1996), as explained on the Penn State Learning Design Community Hub, <http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives>

Week 2: Cognitive development of pre-teens and teens and the pedagogical impact on their language-learning environment; materials and resource evaluation; motivating and management strategies (to be threaded and continued throughout the following weeks). In the following weeks, participants form teams and—using templates, resource guides, and lots of creativity—lead the rest of the class in a round of resource and materials exploration and evaluation, discussions around content and the application of pedagogy in practical ways, finding solutions for local challenges, plus the creation and sharing of related lesson plans or local training plans.

Weeks 3–4: Team A—My Planet, My Life

Weeks 5–6: Team B—My Friends, My Community, My World

Weeks 7–8: Team C—My Future, My Way

Weeks 9–10: Wrap-up: Feedback; reflection; sharing projects and action plans; forward planning; connectivity permitting, participants will report on the local dissemination of their work and their future plans in small group synchronous sessions (e.g., with Skype or a similar audio-videoconferencing technology)

Course Requirements for Certificate of Completion

This class is pass/no pass. Participants receive a final score (maximum = 100 percent) at the end of the course. Participants with a final score of 70 percent or higher will pass the course.

Grading criteria for the course will be weighted as follows:

- Participation in asynchronous weekly discussions, including the posing of local challenges related to working with tweens and teens and helping others find solutions to their challenges (30 percent of total grade)
- Teamwork and leadership during the two-week period and topic of choice, including a reflective write-up on the two-week team planning, implementation process plus outcomes (40 percent)
- Final project plan (e.g., a collection of lesson plans, materials and resources, training materials) for local application. Must include timeline, roles and responsibilities of all who will be involved, and a clear set of goals plus measures (30 percent)

Sample Materials and Resources

- Materials from the *American English* (AE) website, americanenglish.state.gov
- *iEARN*, www.iearn.org
- *Junior Achievement*, www.ja.org
- *Big Brother, Big Sister*, www.bbbs.org
- *Green Teacher*, www.greenteacher.org
- *Teaching Tolerance*, www.tolerance.org
- *E-mail Projects Homepage*, by Susan Gaer, susangaer.com/studentprojects
- *YouthNet*, www.youth.net
- *E-Tandem Network*, www.cisi.unito.it/tandem/etandem/etproj-en.html
- *Thirteen, EdOnline*, www.thirteen.org/edonline/lessons