<p align="center">**SPECIFIC AUDIENCE COURSE:**</p>

<p align="center">**TEACHING ENGLISH TO PRE-TEENS AND TEENS (TEPT)**</p>

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

Educators in this course who work with pre-teens (ages 10-12) and teens (ages 13-18) learn how to motivate students in these age groups by designing collaborative projects that involve topics critical to 21st century learners. Student-centered practices and opportunities to introduce student choice in the EFL classroom are modeled and applied in this course. Participants learn how to identify, evaluate, and apply a wide variety of age-appropriate strategies and how to develop students' language and critical thinking skills through project-based and collaborative learning experiences. Published projects that the participants review include the following themes/topics:

- My planet/my life: environmental issues.
- My friends/my community/my world: tolerance, diversity, and bullying.
- My future/my way: work-readiness, entrepreneurship, and service learning.

Learning Objectives

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

- Identify, analyze and effectively apply strategies for motivating and managing classroom-based language activities for pre-teens and teens that address specific language learning objectives within the four skill areas.

- Evaluate a wide variety of projects according to a set of criteria based upon the principles of Project-Based Learning and its application to English Language teaching.

- Design and develop a project-based learning experience, corresponding lesson plans, and a sample end-product which would be appropriate for pre-teens and teens in a specific local context with clearly articulated language learning goals and appropriately aligned assessment tools.

- Develop themselves professionally in the field of TEPT by participating in the eLearning online networking community and preparing materials to share in their local community of peers, parents and colleagues.

Course Scope and Sequence

Week 1: Orientation to Blackboard. Understanding & teaching Generation Y. Project work.

Week 2: Team-building. Project-based learning essentials.

Week 3: Twenty-first century learning environments. Evaluate published projects.

Week 4: Teaching speaking & listening. Lesson planning with goals & objectives.

Week 5: Assessment & evaluation. Evaluate published projects.

Week 6: Error correction & feedback. Midterm check of final project.

Week 7: Teaching reading & writing. Evaluate published projects.

Week 8: Teaching grammar & vocabulary. Use of music & games.

Week 9: Learning styles & multiple intelligences.

Week 10: Final week of the course! Wrap up in Discussion and submit the final project.

Grading Criteria and Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Participants will be required to:

1. Complete all reading assignments in order to share thoughts and reflections in weekly online discussions and comment on the posts of other course participants in the Projects and Skills forums.

2. Create and/or describe classroom language learning activities that demonstrate practical application of the theory and best practices found in the course readings, and post them to the online discussion in the Projects and Skills forums.

3. Review and evaluate published project-based learning examples and post their evaluations in the Projects forum. (Items 1, 2 and 3 together are 70% of the total score.)

4. Work collaboratively with a small group of course participants to design a project-based learning experience for pre-teens or teens demonstrating understanding of and application of several course concepts as a final project. This project includes developing objectives, lesson plans, a sample product, and assessment activities related to the selected project theme (30% of the total score).

5. Review the final projects of other groups and give meaningful feedback at both the first draft and final stages.

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Larmer, J. & Mergendoller, J. (2010). Eight essentials for project-based learning. *Educational Leadership, 68*(1), 34-37. Retrieved from http://www.scholastic.com/teachers/top-teaching/2015/03/8-essential-elements-project-based-learning

- Reilly, P. (2012). Understanding and teaching Generation Y. *English Teaching Forum*, *50*(1), 2-11. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/50_1_3_reilly.pdf

- Swain, C. (2011). The care and support of teenagers. *ASCD, 68*(9). Retrieved from http://www.ascd.org/publications/educational-leadership/jun11/vol68/num09/The-Care-and-Support-of-Teenagers.aspx

- U.S. Department of State. (2013). *Activate: Games for learning American English*. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/board_game_instructions_0.pdf

- US Department of State. (2014). *Audio-books and e-books*. Retrieved from http://americanenglish.state.gov/ebooks