

Teaching Teenagers

Overview and Outcomes

The 30-hour **NILE Teaching Teenagers** course will further your understanding of teenagers and the implications for teaching and learning in the 21st Century classroom.

You will explore aspects of ‘the teenage brain’, teenage motivation and behaviour and their impact on lesson planning and delivery. You will observe and evaluate lessons with teenagers, create activities for working with language and also design tasks for developing skills. Towards the end of the course, you will consider the assessment of progress, homework and how to encourage learner autonomy. There will also be space to explore diversity, equity, and inclusion.

An ideal course for any teacher who would welcome the opportunity to re-evaluate their own teaching of teenagers and add ideas and activities to their own bank of resources, all while sharing and collaborating with others.



Trainers

NILE and British Council’s highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

Teaching approaches

- We make courses practical and ‘hands-on’, with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#)

[\(CertPT\)](#) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Who should apply?

- Teachers who would welcome further training in teaching languages to secondary school-aged children (11 to 16-year-olds).
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Venue and Facilities

- The course takes place in British Council Bogotá’s fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE’s extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Content

Teaching Teenagers includes content drawn from some or all of the following areas, according to participants’ needs and interests:

- Key differences between teaching teenagers and other age groups
- The ‘teenage brain’, motivation and behaviour and implications for the classroom
- Identifying inappropriate behaviour; prevention and/or strategies to manage it
- Different approaches to teaching teenagers (CLIL, TBL, the flipped classroom etc.)
- Designing lesson objectives and planning successful lessons
- Presenting and practising language in the teenager classroom
- Evaluating digital tools which present and practise language
- Helping learners develop the necessary skills for the 21st Century
- Bringing the ‘real world’ into the classroom
- Evaluating progress through homework, tests and self-reflection.
- Diversity, Equity and Inclusion. Does everyone have a voice?
- Reflecting on work completed on the course and to identify areas for continuing professional development

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday, with an optional 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

<p style="text-align: center;">Session 1: Orientation and Introductions</p>	<p style="text-align: center;">Session 2: Understanding Teenagers</p>
<p>This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform. We will introduce ourselves and get a general overview of the content and your teaching contexts. You will also think about what makes a teenage class different from other age groups.</p>	<p>In this session you will explore the teenage brain, teenage motivation, and behaviour. You will then use your findings to discuss the implications for classroom dynamics, interaction, and management.</p>
<p style="text-align: center;">Session 3: Lesson Planning</p>	<p style="text-align: center;">Sessions 4 and 5: Working with Language</p>
<p>In this session you will evaluate some different approaches to teaching teenagers. You will also discuss lesson planning, in particular how to design appropriate objectives and outcomes, and stage a successful lesson.</p>	<p>In these sessions, you will consider the best ways to integrate lexis and grammar development in the teenage classroom. You will discuss existing course book material and look at creating your own. You will also evaluate some digital tools.</p>
<p style="text-align: center;">Sessions 6 and 7: Developing Skills</p>	<p style="text-align: center;">Session 8: Evaluating Progress</p>
<p>In these sessions, you will not only look at the more traditional receptive and productive skills, but also some of the 21st Century skills. Then, you will consider how you can help your teenagers develop these skills in the classroom and evaluate a recorded lesson. Finally, you will explore how to bring the 'real world' into the classroom and the benefits of doing so.</p>	<p>In this session you will begin by reflecting on the purpose of assessment and homework. You will then explore ways to evaluate progress from a formal test to self-reflection. You will also consider the effective use of homework and discuss ways you can encourage learner autonomy and good study skills.</p>
<p style="text-align: center;">Session 9: Diversity, Equity and Inclusion</p>	<p style="text-align: center;">Session 10: Course Review and Action Planning</p>
<p>In this session you will be encouraged to consider all the members of your class, their own learning needs and how you can meet these needs, even in a large class. You will discuss personalisation and differentiation and ways to make sure everyone has a voice.</p>	<p>In this final session we will begin by looking at teacher well-being. You will then review the course and consider the implications of your learning for your own professional context and future action planning. Finally, you will be encouraged to self-assess against the intended learning outcomes of the course.</p>
<p>Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies)</p>	
<p>The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context:</p> <ul style="list-style-type: none"> • Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group • Adapt teaching/training resources to meet the needs of a specified learner group • Create teaching/training resources to meet the needs of a specified learner group • Reflect on pedagogical decisions made to meet the needs of a specified learner group 	

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.