

## **Checklist for Success with Teens**

### ***Classroom culture***

- I give students enough support with the development of their identity.
- I'm friendly, and my students find it easy to approach me with questions and in small talk.
- I'm interested in my students as human beings and I accept them with their strengths and weaknesses.
- I have established a clear set of rules – I'm persistent in communicating to my students that I expect them to keep to these rules.
- I am authentic and congruent.
- I'm interested in my students' opinions and suggestions and take those seriously, and – where meaningful and possible – make sure their suggestions are implemented.

### ***Content***

- I offer a balance of imaginative and real world content (younger teens).
- I offer content that is value orientated and fosters critical thinking (teens).
- I offer plenty of opportunities to develop theoretical thinking (older teens).
- I offer a fair share of fun content.

### ***Listening***

- My students regularly practise listening for both gist and detail.
- My students get regular practice in key strategies in direct meaning comprehension (listening for main ideas and distinguishing them from supportive details or examples; distinguishing facts from opinions; listening for specific information, including recall of important details).
- My students get regular practice in inferred meaning comprehension (making inferences and deductions based on information in the text, including deducing meaning of unfamiliar lexical items from contexts; determining a speaker's attitude and intention towards a listener or a topic; relating utterances to their social and situational contexts; recognising the communicative function of utterances).

## ***Speaking***

- The classroom discourse in my lessons is mostly in English.
- I know how to lead students from input to output in a step-by-step fashion: I offer relevant input / do solid guided conversation practice / engage students in role-play and simulation activities.
- I regularly teach chunks of language that have high frequency values.
- My students learn efficient conversational strategies.
- My students get plenty of opportunities to experiment with language in imaginative and communicative scenarios (through e.g. free role plays and simulation activities).
- My students get lots of opportunities to make mistakes.
- My students use English as a means of communication in the classroom with me and their classmates.
- My students are used to talking 'as themselves'.

## ***Reading***

- My students regularly practise reading for both gist and detail.
- My students regularly practise skimming and scanning techniques.
- My students get regular practice in key strategies on how to read a text carefully (identifying main ideas and distinguishing them from supportive ideas; understanding and comparing facts and opinions; understanding the logical organisation of a text; deducing meaning from a text).
- My students get to read a wide range of different text types.

## ***Writing***

- My students get up-to-date, systematic and guided training in developing their writing skills.
- My students learn to write a wide range of different text types.
- I teach writing in a process oriented way (including drafting and re-drafting as important stages).
- Part of my writing programme gives my students opportunity to express themselves creatively.
- I show an interest in the content of what my students write, and not only in the formal aspects of their texts.
- Depending on the language level of my students and their ability to learn independently, I use peer correction and feedback techniques.

### ***Grammar***

- I offer students plenty of opportunity to notice and explore new structures and to draw conclusions about the regularities of the foreign language.
- My students get enough solid and meaningful grammar practice.
- My teaching is based on the principle that fluency goes before accuracy.
- My error correction techniques are pedagogically sound respecting the sensitivities of the students.

### ***Lexis***

- I put a lot of emphasis on the teaching of lexis.
- I systematically teach lexical sets, high frequency words and lexical chunks, and make sure my students learn words they are likely to need in a variety of contexts.
- I give students plenty of opportunity to reflect on their vocabulary learning strategies and try out new ones.
- My students are used to exploring, practising and using lexical items in meaningful contexts.

### ***Blended learning***

- I give my students plenty of opportunity to combine the use of traditional means of learning with electronic learning tools.
- The electronic media my students use are meaningful, motivating, memory-building and relevant to them.
- The electronic media my students use support them in their individual learning process.

### ***Revision, recycling and revisiting***

- I regularly revisit texts with my class.
- I regularly revise language and content through linking what is new to them with what was taught to them previously.
- I take a few minutes at the beginning of most lessons to recycle language. The techniques I use are fast paced, and range from easy-to-do towards more complex.

### ***Self assessment and cognitive skills training***

- I offer regular opportunities for self assessment.
- I have established a routine to help students to develop learning strategies.
- I offer students solid training in exam skills.