

# Creating Transformational Learning Experiences in Teenage Classrooms

Kate Smook – Millfield Enterprises

The Future of English Language  
Teaching Conference **ONLINE**

**#FoELT**

# Overview:

Millfield Philosophy

What Motivates Teenagers?

Flexible Timetable

Global Young Leaders

Moving Forward

# Our Guiding Principles

*"I wanted to create a school where talent - in whatever field - could be nurtured through the best facilities, teaching, coaching and opportunities for young people to exercise and explore their abilities."*

**Jack 'Boss' Meyer**  
Founder of Millfield School



# Our Current Philosophy

"We run a truly holistic programme full of learning experiences, planned and spontaneous, inside and outside the classroom. Coaching curiosity for 85 years - The Millfield Way."

**Mark Greenow**

Director of Holiday Courses and Events  
at Millfield School



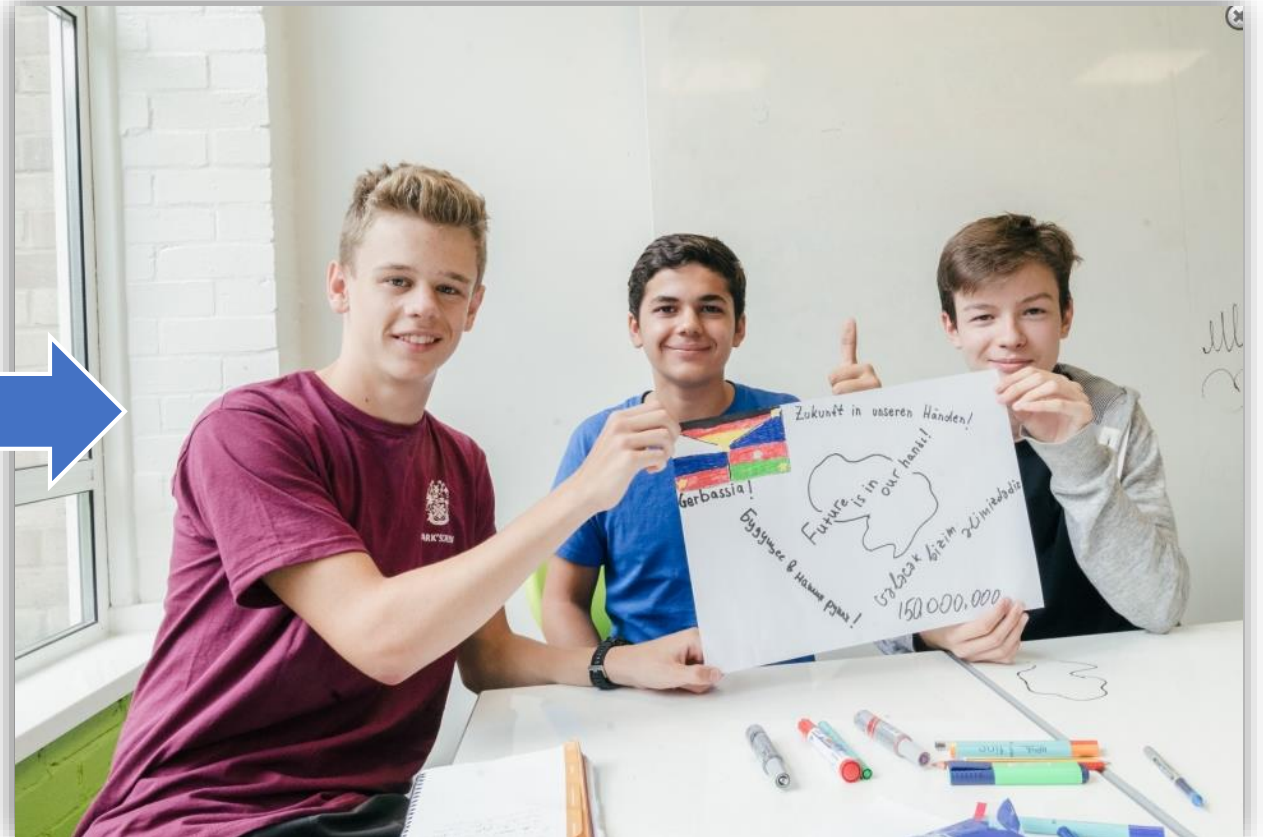
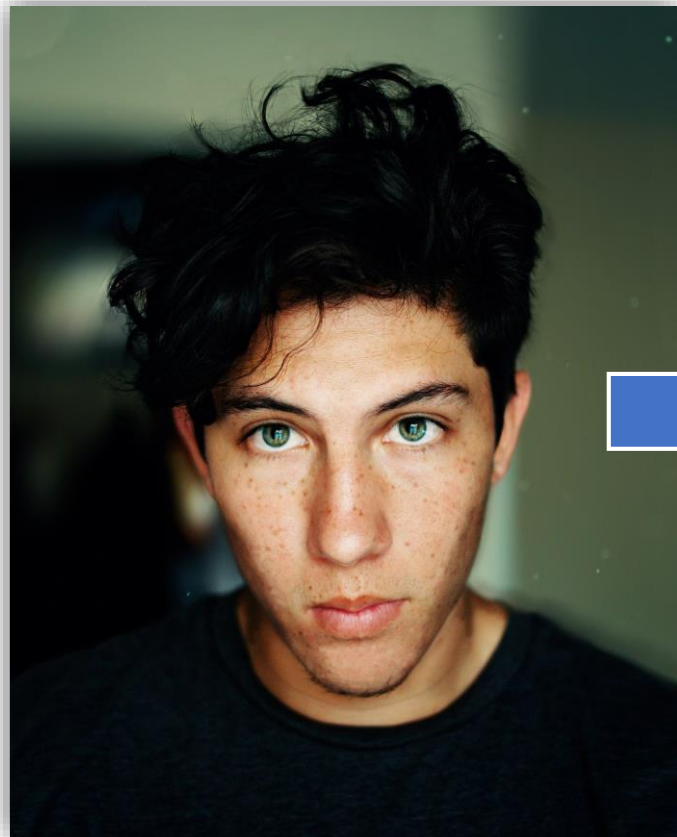


# Blended Syllabus

At Millfield we believe in students learning all day. This is why the Millfield English Language Holiday Courses follow a blended syllabus. This diagram shows the interaction between students and staff and how and when they can improve their English throughout their stay at Millfield.



# What Motivates Teenagers?



# Motivating Teenagers – the research



- Teenagers are teenagers wherever they come from.
- Emerging adults – risk taking, self conscious, influenced by peers.
- The importance of seeing language learning as part of ‘ideal’ future self.

# Flexible Timetable



Student B

	Session 1: 09.00 - 10.00	Session 2: 10.10 - 11.10	Session 3: 11.30 - 12.30	Lunch 12.30 - 13.30	Session 4: 13.30 - 14.30	Session 5: 15.00 - 16.00	Clubs: 16.30 - 18.00
Monday	Tutor Group*	Marketplace*	Social Media		Photography	Creative Art	
Tuesday	Photography	Social Media	Volleyball		Current Affairs	Creative Writing	
Wednesday	Creative Writing	Current Affairs	Photography		Poetry	Young Adv's.	
Thursday	Full-Day Excursion						
Friday	DJ'ing	Creative Writing	Current Affairs		Journalism	Photography	
Saturday	Tutor Group*	Lesson*	Lesson*		Half-Day Excursion		





# Course & Vocabulary Organisers



# Global Young Leaders

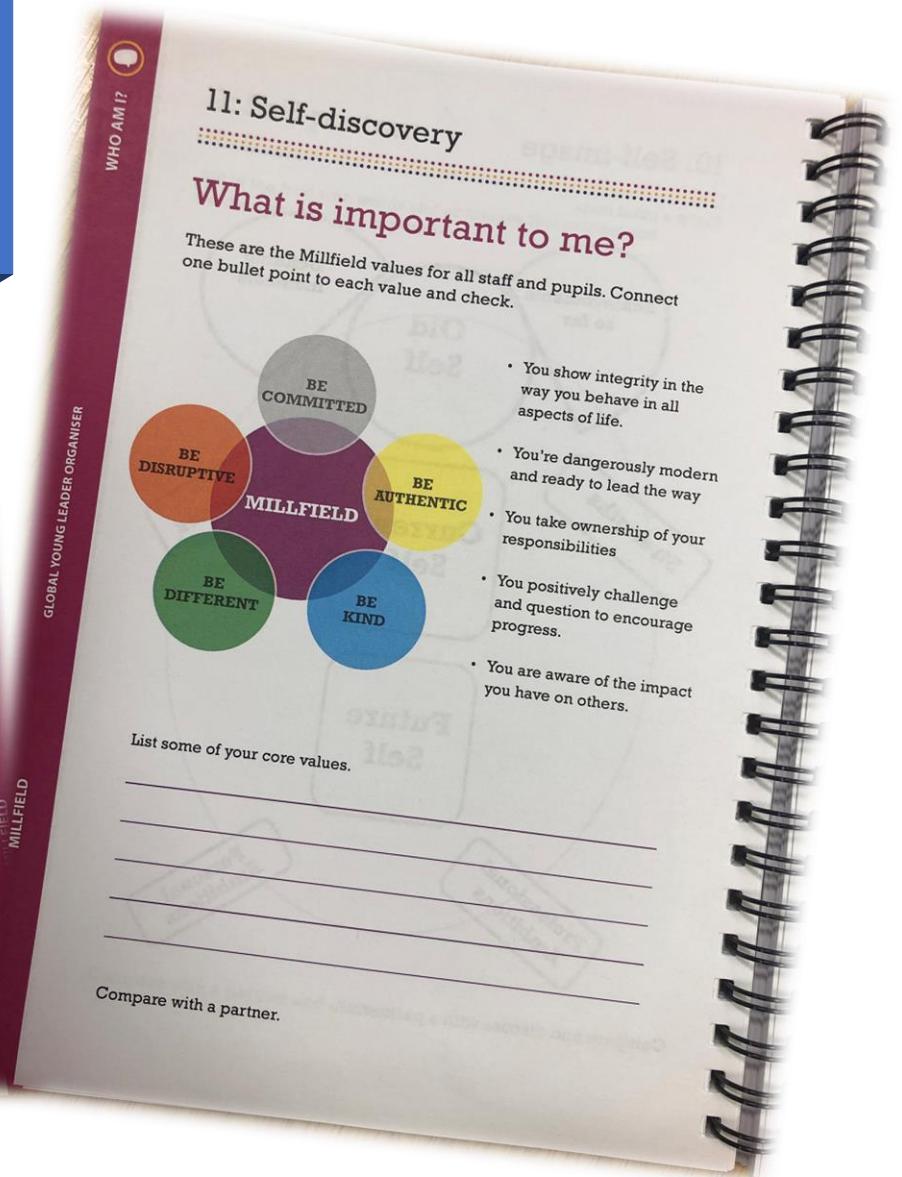
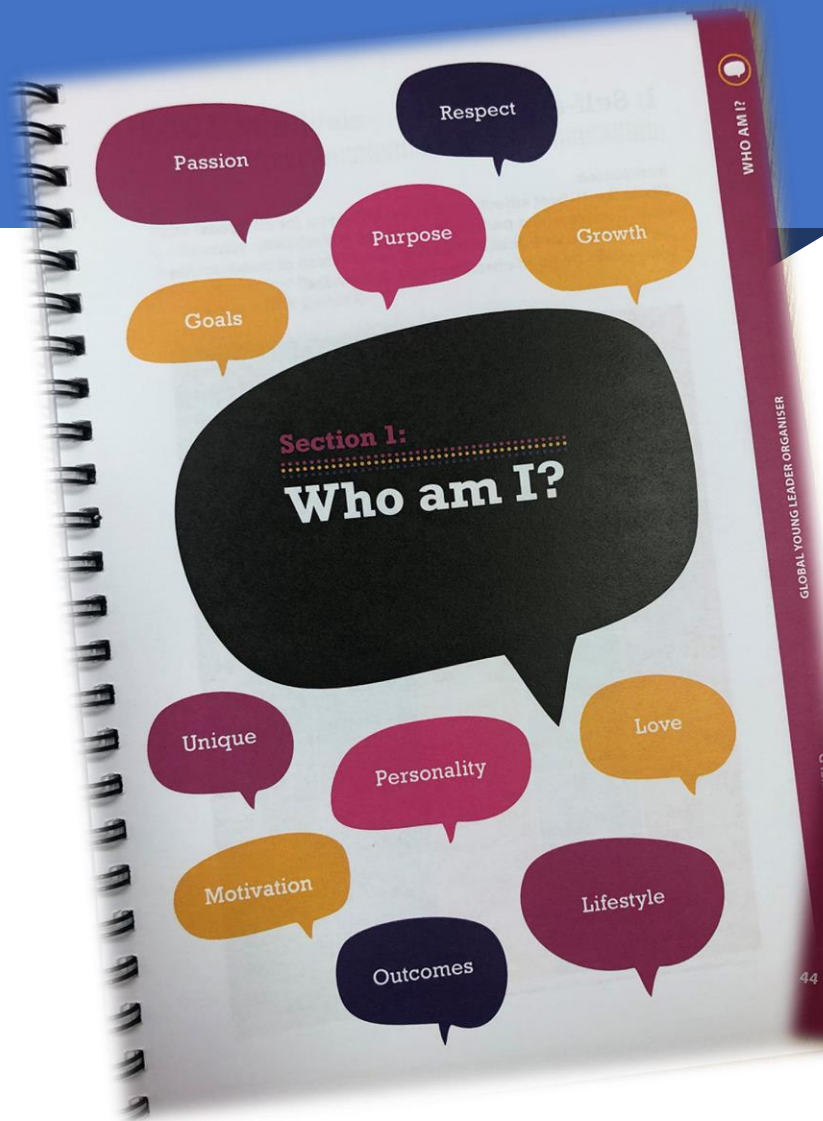




# GYL Organiser



# Who am I?

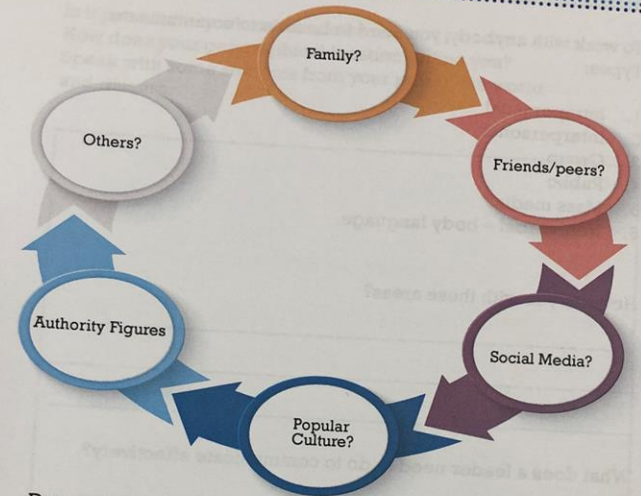




# You & The World



## 6: Who are your influencers?

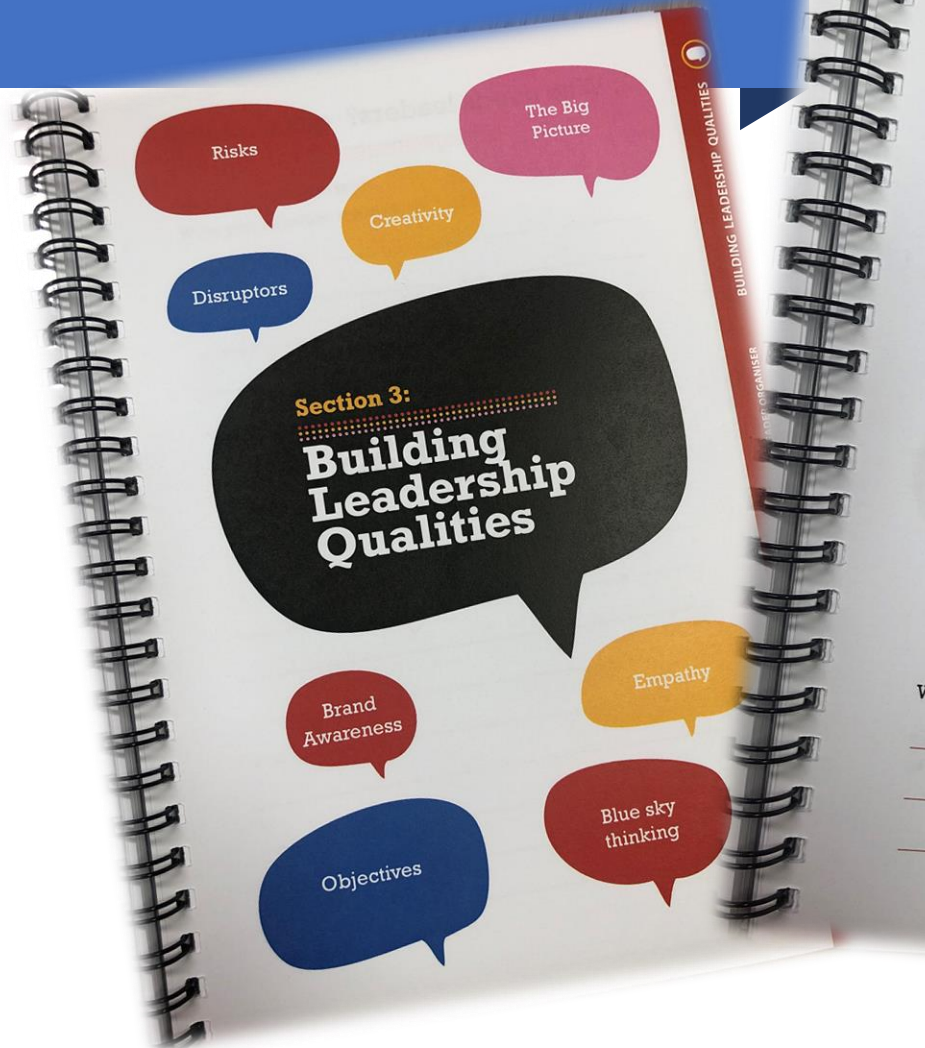


Do you agree that peers are most influential on your decision making? Explain, why or why not?

Give examples of positive and negative influences on you. What did you do about it?



# Building Leadership Qualities



## 6: Can young people be leaders?

What do you know about the following young people?  
Discuss

Emma  
Watson

Anne  
Frank

Emma  
Gonzales

Samantha  
Smith

Rosa  
Parks

Malala  
Yousafzai

Melati &  
Isabel  
Wijsen

Can you  
think of  
other young  
influencers?

Greta  
Thunberg

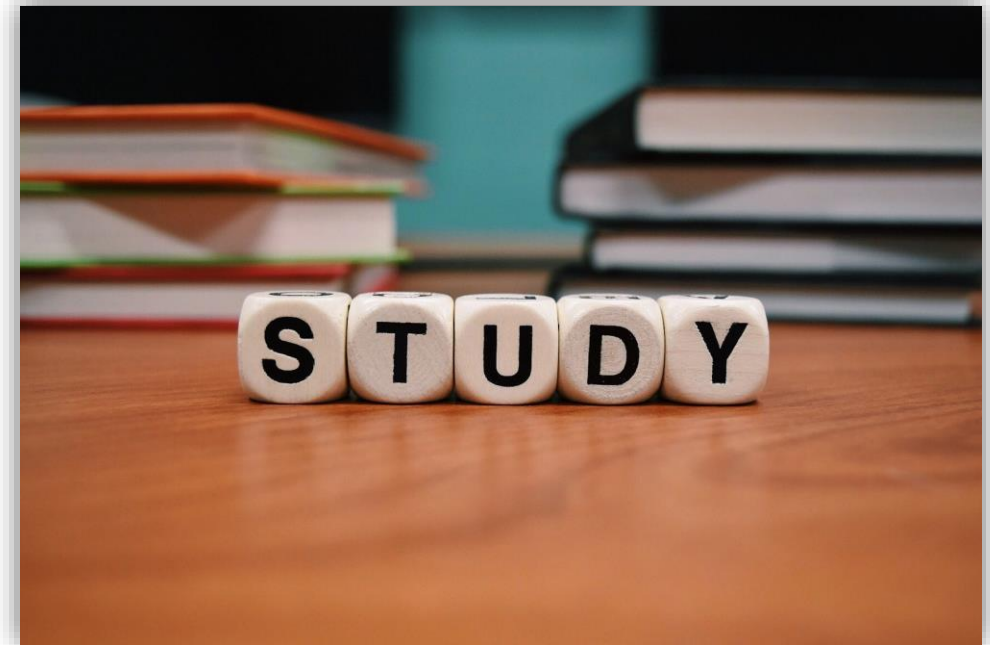
Why are most young leaders girls but most adult leaders men?



# Self Reflection

[illegible]

# Moving Forward





# Pre Course Cambridge Exam Preparation

## Cambridge Assessment English - Exam Practice

Cambridge Assessment English is an internationally recognised examination. This section is for students who are thinking about sitting a Cambridge Assessment English exam in the future.

In this section you will work on tasks designed to help you prepare for an exam particularly focusing on developing Use of English, Reading and Writing skills. Sections for Cambridge Preliminary B1, Cambridge First B2 and Cambridge Advanced C1.

[Click here](#)



# Post Course Online Self Access Study



## General English

A range of different language activities including ways for students to improve their grammar and vocabulary and develop their communication skills about a variety of topics.

[Click here](#)

## Global Young Leaders

These tasks are designed to make you to learn about yourself and your place in the world and are suitable for students with a minimum level of English of CEFR B2 or above.

You will have the chance to discuss, explore and challenge sometimes unfamiliar viewpoints and you are encouraged to examine and review ideas when negotiating with people from other backgrounds who may hold conflicting views.

Topics to be explored could include the environment, equality, poverty, press and media, war and technology.

[Click here](#)

# Pick and Mix



## Test Your English



A series of tests to help you identify your strengths and development needs in English. Completing these will show you what you should work on during the course.

[Click here](#)

## Vocabulary



A series of tasks to help you improve your vocabulary. Learn new words and phrases and practise using them by completing different activities.

[Click here](#)

## Reading



Tasks to help you practise different reading strategies for gist, detail and specific information. You will also be able to build your vocabulary linked to a range of interesting topics.

[Click here](#)

## Listening



These activities will help you develop your listening skills for gist, detail and specific information. The listening texts are mostly authentic with tasks designed to help you improve your listening ability.

[Click here](#)

## : Writing



A series of tasks designed to help you improve your writing skills with a particular focus on creative writing. The tasks are structured to help you both build your language range and communicate your ideas effectively to keep the reader engaged.

[Click here](#)

# References

Blakemore, S. (2018) *Inventing Ourselves: The Secret Life of the Teenage Brain*. New York: Doubleday

Taylor, F. (2013). *Self and Identity in Adolescent Foreign Language Learning*. Bristol: Multilingual Matters.



# Any Questions?



**MILLFIELD**  
ENTERPRISES

Kate Smook  
Director of Studies  
[smook.k@millfieldschool.com](mailto:smook.k@millfieldschool.com)

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