



**EngLife:
Strengthening Teachers' Digital Readiness
for a Lifetime English Language Education**

Project No: 2020-1-PL01-KA226-SCH-095824

A Train-the-Trainer Module



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the European Union**

The Ethical Framework

EngLife methodology encourages ethical use of technology in order to limit:

- misinformation;
- misuse of personal information; and to promote:
- use of AI and ML tools;
- use of autonomous technology;
- moral and ethical use of data, information and resources;
- ethical use of copyrighted material and licences in the domain of software (Free Software, Open Source software and Proprietary Software) and intellectual property;
- the freedom to distribute, study, change and improve digital technology used for teaching and learning;
- data security and data privacy.

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Introduction

This guidance material is a tool which aims to:

-  enable English language teachers at secondary education to explain the EngLife Methodology to other teachers and
-  simultaneously teach them how to lead train-the-trainer workshops.

This tool:

-  proposes to help teachers develop competences needed in the contemporary EFL classroom, such as:
 -  communicating effectively;
 -  designing innovative tasks and activities commensurate with learners' needs and abilities;
 -  supporting, coaching and mentoring learners in their process of learning.
-  contains class developmental ideas (templates) with a focus on planning, teaching, assessing, creating the learning environment and fostering collaboration;
-  includes guidance on team building, basic presentation and facilitation skills, training design principles, visualisation, learning space design, classroom management, group facilitation, interaction and group dynamics;
-  proposes the use of a “critical friend” in the process of teaching and learning to ensure professional development and quality of education.

As the train-the-trainer workshop leader, you should:

1. become familiar with EngLife Methodology first and then practice it in your classroom;
2. design the workshop as best you can and test it;
3. during the workshop, share your understanding of the EngLife Methodology and illustrate it with practice and use other EngLife solutions;
4. choose and introduce tools with which to train your participants as the future teacher trainers;
5. Encourage your participants to evaluate your workshop and performance to improve for the future.

This guide has been created to help you become a trainer of other trainers of EngLife Methodology.

The EngLife Methodology Summary

EngLife is an innovative and inclusive methodology whose primary goal is to effectively integrate technology as a medium for language learning both in and outside the classroom. The methodology puts emphasis on engaging and motivating students towards life-long learning and 21st century life skills.

EngLife aims at diverting students' inclination to use technology merely for entertainment away towards using it for didactic purposes, thus encouraging and motivating them to become autonomous learners. Their active involvement might be further achieved by providing access to authentic sources that match their interests and experiences.

Training teachers to successfully use technology in the language learning process may be implemented by providing them with positive reinforcement based on relevant tools.

Teachers who already know and use the methodology can help other teachers in their working environment with learning it through **this Train-the-Trainer module**. Thanks to this module, teachers will be able to consciously select, adapt and use digital tools with a clear understanding of the intended outcomes, so that students:

- engage in meaningful activities that promote learning beyond the classroom;
- develop skills and confidence to use technology for learning;
- deal with ethical issues related to the use of technology.



Image source: The Network for Educator Effectiveness

The EngLife Roadmap

The EngLife Methodology can be envisaged in 5 easy steps:

1. First of all, **evaluate what you currently have** in your programme, cycle or an individual lesson. To do that, we suggest taking a look at Mapping Language Teaching and Learning, one of our EngLife tools.
2. Then, you would need to **decide what kind of a teacher you want to be** (see Framework of digital competencies for the self-assessment tool). It is essential that you honestly answer questions we have gathered in the Self-Assessment Tool of Competencies of an English Language Teacher for the Future.
3. In the third step, **establish what your students need**. Talk to your students about their needs and expectations. Pause to think how to adjust your language teaching material to the current reality, to the kind of a world you teach your students for.
4. Finally, **choose the technological and other tools** to help you achieve your and your students goals! You may use our Digital Resources Repository to choose appropriate solutions.
5. **And then endlessly repeat!**

When you are ready to share your EngLife experience and your institution wants more teachers to be involved, consider training others.



Image source: CDC

How to Set up a Train-the-Trainer Workshop

There is a number of questions your colleagues might be asking in relation to their work environment, such as:

- Where is my institution in the process of teaching methods upgrade?
- How I, as a teacher, am prepared to teach in the current changing environment?
- What are the currently available methods to teach in an international and intercultural English language classroom?
- What online resources are available to teachers and how is technology related to education?

If you are in a position to help you fellow teachers (you have answered the above questions for yourself, you have relevant experience in using technology to teach teens the English language as EFL, you have the support of the school administration), perhaps you would be willing to lead a workshop, whereby you become a trainer of future trainers.

First, choose a topic. You might try to cover the entire subject at once, but perhaps it would be easier for your audience to participate in smaller events, pertaining to aspects of what you are trying to convey. Once you do that, you are able to prepare materials which matter for each module of your workshop.

Second, identify the steps. Break the subject matter into steps. Don't forget that some steps are dependent upon the previous step (or misstep), so be ready to show flow charts in addition to step-by-step instructions.

Thirdly, use Learning by Doing approach. Make sure you have many activities which support each case you are explaining.

Then, test your workshop.

Set up a group of colleagues (or one special colleague who is willing to be a critical friend to you - see p.28 for guidance) and test the entire workshop on them. Gather insights, adjust your workshop as needed and you are ready to spread your knowledge and skills related to the EngLife Methodology (and any other subject).



Finally, deliver your workshop.

Image source: The Institute of Entrepreneurship Development

Is it really that simple?

What we presented above was an abbreviated version of what you need to do. In fact, to successfully deliver the workshop, the procedure is more complex and demands a substantial amount of preparation. We hope that this guidance material will help you achieve your training goals.

Starting the workshop

At the onset of your workshop, you present the agenda and discuss the expectations you have of your trainees. What expectations do the trainees have of the workshop and each other? When you collect, review and align these expectations, you create a needs assessment, an essential part of each training. You also involve the trainees in the training from the beginning of your workshop.

You may also ask your trainees what needs to happen in the classroom to feel safe. Then you can write this up as a contract for the workshop (by the way, this is an excellent way to start a new school year with a new group of your students).

Team Building

Team building activities are a great way to warm up the group and introduce a warm, inclusive, welcoming atmosphere which is a must for a safe working environment

Choose activities which in the future would help the new trainers be encouraged to contact one another for peer support. There are many activities widely available, you may start with this one: <https://www.sessionlab.com/methods/break-the-ice-with-the-four-quadrants-activity>.

Essential Skills Practice

Presentation Skills

This session enables practice on how to structure a presentation and to practice different aspects of presenting (use of voice, eye contact, stance, body language, constructing sentences etc.).



The trainees should have a chance to make short presentations (in groups of 4-6) in front of others and get feedback from the group. You should provide some tips so others learn from you and each other.

Facilitation Skills

This session will help your trainees to interact with their groups. You should share your facilitation tips and encourage sharing various tools and methods that a trainer may use to interact with a group, facilitate a group conversation or lead a debriefing session. You may want to focus on verbal skills, such as Probing, Rephrasing, Redirecting questions and comments etc.

In this session, the trainees must have a chance to practice their facilitation skills. You may design a session whereby the participants jointly discuss how to facilitate a discussion on a subject related to English Language Learning and present a summary of their discussion.



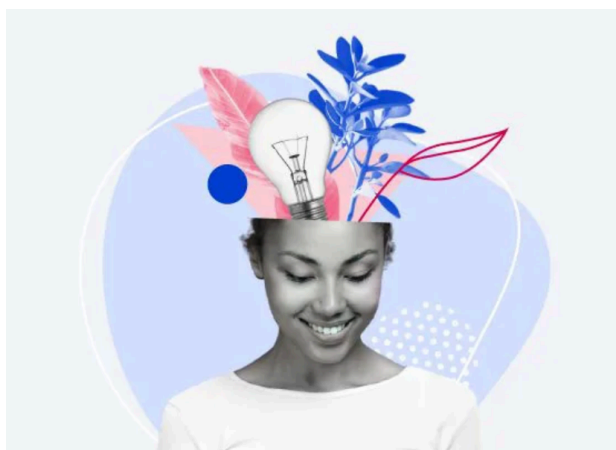
Interaction must be varied to ensure engagement of the audience thus you need to be creative in your facilitation repertoire. Have your trainees research some of the styles are 1-2-4 Dialogue method, idea generation techniques and decision-making techniques and, with bigger groups, World Café, Rotating Flipcharts and Open Space Technology. You may also try exercises from the VARK concept.

The Skill of Giving Feedback

This is a very important practice as it may make or break the involvement of your trainees in the entire workshop. Since this is a workshop for teachers, we know that they have varying views on giving feedback, which may also be related to the culture in which they teach. It is a good idea to discuss feedback, its purpose and construct in your workshop classroom and in the classroom in general. It is also advisable to choose one method and use it throughout the workshop.

Designing a Learning Experience

Designing a Learning Experience includes finding out what attendees want to learn (you can do that, as mentioned, at the beginning of your workshop through a hands-on **Needs Assessment**).



Your general **Learning Objectives** for the workshop are set because in this project we want the audience to learn about the EngLife Methodology and how to pass onto them skills in teaching it to yet more teachers.

You are free to use **Learning Theories** which suit you; we have proposed in this project to look closer at Biggs Constructive Alignment and Blooms' Taxonomy. However, you may also use Kolb, 4MAT or any other learning theory of your choice.



Regardless of the theory you choose, you should remember that **adults learn differently than children.**

Malcolm Knowles was an American scientist, researcher and educator on adult learning: *andragogy* as opposed to *pedagogy*.

He proposed that **adults:**

- should be involved in the training process and the evaluation of their achievement;
- prefer learning activities which involve experience, even if mistakes are imminent;
- choose subjects having immediate relevance and impact on their work or personal life;
- want to use reasoning (problem-solving) to absorb issues they face, rather than be presented with information (content).

When you begin to **Design the Training Agenda**, it is worthwhile to remember what elements make it up. Your task will be to decide how you want to present the material (in how many sessions, using what learning theories, exercises and sample lessons). Examine the below scheme to learn more (source: SessionLab).

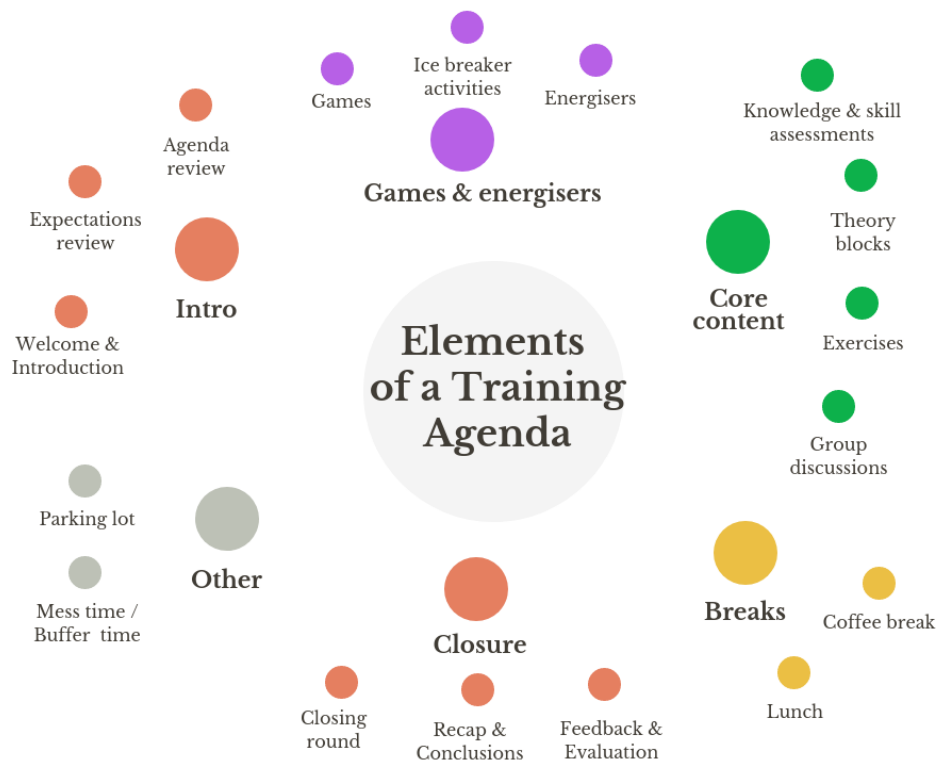


Image source: SessionLab

In terms of **Exercise Design**, you already have lesson samples provided through the EngLife project. You may use them to illustrate your points. However, you should also encourage your group to come up with more samples - using the Digital Resources Repository and other technological resources that you might come across. Make sure you write down the new exercises to expand on the lessons samples created with the EngLife Methodology in mind.

Because this train-the-trainer workshop strengthens the knowledge and practice of EngLife, it is assumed that you as a trainer and your trainees will use the kinds of modes of presenting that fit the nature of the project.



For example, instead of talking at your trainees with the aid of a slide presentation, why not engage them in the topic with a Padlet? Use the free application to explore the value for your training purpose.

Once your trainees design their sessions for their future trainees, they should **practice**. Such practice should last about 45-60 and you should create groups to deliver the final session. Working in groups helps trainees develop their collaborations skills and discover, what kind of challenges may arise for both their students, and trainees.

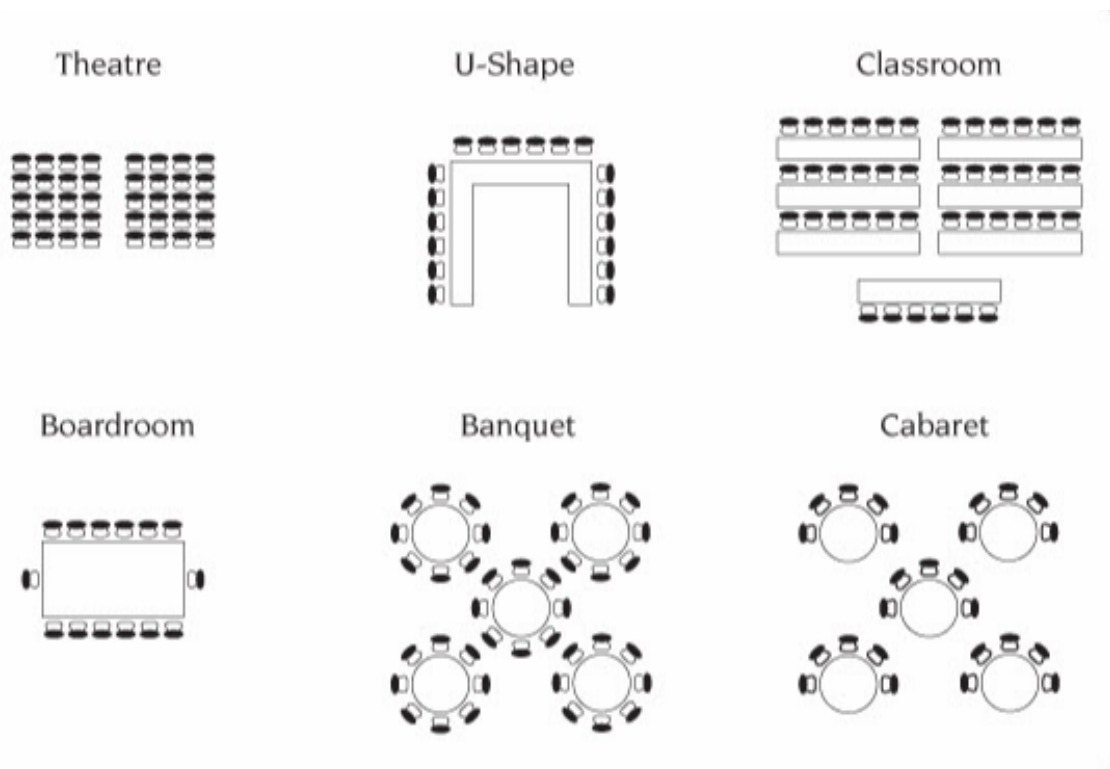
Other aspects of designing a Learning Experience. Discussing all aspects of training delivery is too complex to explain during the short time you have at your workshop, but a few topics are essential. These are: setting up the learning space, managing the classroom and group dynamics, focussing on experiential learning and debriefing with an appropriate use of questions.



The Learning Space setup options is a great possibility to discuss interaction, managing the classroom and group dynamics. There is also a chance that you will have a difficult participant, who might take up a lot of your time, or a group within the group where communication is limited. Have your trainees think about the seating scheme and then jointly discuss. You may experiment with moving your furniture, if possible.



“Take a look at the schemes below (source: Beth Kanter) and think how you would feel at each table: confident? Encouraged to speak? Enticed to share? Reluctant to take a stance? Allowed to hide?”



This kind of experiential learning is only a small introduction to learning by doing, which surpasses many other teaching and learning approaches. Once your trainees experience the subject matter you want them to learn, they need to analyse through a debriefing what was discussed and how.

What we want for the trainees through the above set of activities and exercise is to experience a real delivery of their freshly designed session and receive a detailed feedback on their performance.

Debriefing

Finally, your workshop should close with a Final Delivery: have your trainees pick an aspect of the training and deliver a presentation about it using all or purposefully. Selected elements they have used during the workshop. Set up the time of the presentation that suits your workshop design. Give yourself and your trainees appropriate time to deliver the experiential activity.



Once you finish the experiential activity, follow these steps (source: Robert Ken):

1. “Brief the activity to participants. First make a confusing briefing with various mistakes. Then make a proper briefing.
2. Pause the session and analyse (debrief) as a group what happened and draw up the learning points on how to do a briefing.
3. Run the actual exercise
4. Debrief the exercise with the group
5. Again, pause the session, shift perspective, and analyse together how to debriefing was done. Draw learning points.
6. Conclude the session by asking everyone what they learnt in this session. Make sure that everybody shares enough and asks more questions, where needed”.

Follow by:

1. Identify the situation from many points of view – ask “What happened?”, “What did you see / hear?”
2. Assign meaning to the observations – ask “What does X mean?”, “What caused Z?”,
3. Seek implementation of the knowledge gained – ask “How are you going to use this knowledge?”

Engage the entire group in answering the questions.

How to Actually Train Others

Now that you know (at least in theory) how to prepare a workshop, it is important to think what your new trainers are to learn from you to be able to teach more teachers. To train others, beside knowing your subject matter (in our case, training other teachers to use technology while teaching teens English as a Foreign Language), it is important that you are able to:

- Convey key features of the EngLife Methodology;
- Jointly discuss available pedagogies and choosing a fitting approach;
- Listen, observe and provide feedback appropriately;
- Help your peers link the training to the demands of the English language teaching;
- Direct your peers to supplementary resources and reference materials.

There are six basic elements of the training of trainers:

1. Train other educators: Experienced educators can identify other engaged teachers to learn new methodologies;



Train instructors

A ToT workshop can build a pool of competent instructors who can then teach the material to other people.

2. Direct participants: Experienced educators can provide supplementary resources and reference materials;



Direct participant

Direct participants to supplementary resources and reference materials.

3. Lead discussions: Experienced educators can lead activities that reinforce learning;



Lead discussions

Lead activities that reinforce learning.

4. Listen effectively: Experienced educators will practise active listening to work more effectively and respond to the needs of colleagues;



Listen effectively

Helps instructors be more effective in their practice and more responsive to the needs of the learners they serve.

5. Make observations: Experienced educators offer to become critical friends to other colleagues;



Make observations

Provide insight into how adults learn, and can help instructors be more effective in their practice.

6. Support participants: Experienced educators provide continued and targeted follow-up support through regular discussions.









Support participants

Provides completed, continued, and targeted follow-up support once a professional development event has been completed.

Image source: CDC

What to Have in Your Workshop

-  We have already discussed in the section on the EngLife Methodology Summary what its basic assumptions are. You might also want to reach for EngLife Methodology (our separate resource) for more information and examples of practice. It is also advisable that you discuss with your peers their ideas which could be included in the workshop. Moreover, feel free to reach out the project participants, listed at <https://www.englife.eu/>;
-  Next you should discuss together with your workshop participants what are the available pedagogies. They should be able to do the same with groups of teachers they will teach in the future. Choosing a fitting approach is no small matter as it demands sensitivity to the needs and abilities of teachers and the level of proficiency among teenagers in the classroom. Keep in mind that you are discussing these approaches to weave the EngLife Methodology into the fabric of your profession;
-  Throughout the workshop, listen effectively, make accurate observations, and provide relevant, well thought-through feedback. If you feel that the teachers participating in your workshop become unsure of their own abilities and feel lost in the process, you may ask them to perform the EngLife Self-Assessment and discuss it jointly. You should be able to hear what are the current needs of your participants and perhaps you can jointly predict what other teachers might be sensitive to;
-  While discussing the peculiarities of the English as a Foreign Language teacher's opportunities and challenges in the classroom, make sure to keep your workshop participants aware of and interested in the global demands for teaching English for the future: the global education, workforce and living in a multicultural, connected society where English is a *lingua franca*;
-  Make use of tools the EngLife project produced: the above-mentioned Self-Assessment, Digital Resources Repository for choosing education technologies and the EngLife Methodology.
-  Finally, remind the participants that knowledge, skills and attitudes need to be constantly upgraded - direct your peers to supplementary resources and reference materials.



EngLife Partners' Sample Lessons

“Climate refugees”

This lesson template was prepared by LO TWARDA, the Polish EngLife Partner.

Abstract:

Students examine the impact of climate change on human migration. The lesson plan provides insights into locations whose existence is threatened by climate change. Students learn vocabulary and terms related to climate change and climate change-related migration.

Keywords: Climate change, climate refugees, migration

Subject: Environmental science, social science

Topic: Climate change and migration

Preparation time: 2h

Age of students: 14-18

Teaching time: 6 lessons / 45 minutes each

Methodology:

Project-based learning

Online / digital teaching material:

- Youtube: <https://www.youtube.com/watch?v=EuwMB1Dal-4>
- Quizlet: <https://quizlet.com/743261067/climate-change-and-migration-flash-cards/>
- Plickers: <https://www.plickers.com/set/6001f0023fcfbc001530e707>
- Interactive online document: <http://apps.frontline.org/the-last-generation/>
- Canva
- Vocaroo / Anchor

Offline teaching material:

Climate change-related vocabulary handouts, group work handouts.

Aims:

Students learn about climate change and the impact it has had on human migration; the challenges faced by environmental migrants; the measures that some countries adopt to tackle the problem. Students enhance the 21 century skills, such as collaboration, critical thinking, creativity, presentation and communication skills.

Outcomes:

Students identify climate change-related threats to some regions in the world, describe the problem of climate migration and the term climate refugees, discuss challenges faced by environmental migrants, discuss the outcomes of the last Climate Change Conference (COP27) and create a podcast on the climate migration problem in which they discuss possible solutions.

21st century skills:

- collaboration
- presentation
- critical thinking
- communication skills
- computer and media literacy

Activities:

1. Climate change – vocabulary revision. Students work in groups and revise vocabulary related to climate change (Quizlet).
2. Climate change – how much do you know? Students play a game of Plickers in order to revise information about climate change.
3. Climate change and climate refugees – discussion. Students watch a video about climate refugees in Bangladesh and in pairs discuss the reasons why people had to leave their hometown. They also reflect on how they would feel if they had to leave the place where they live (Youtube).
4. The Marshall Islands case study – watching an interactive documentary – group work. Students are divided into groups of 3. Each person follows a story of one Marshallese child whose home is threatened by climate change. Students then share the stories with other people from the group.
5. Carrying out online research on the chosen country, creating an infographic and presenting in class (Canva). In groups of 3 students carry out research on a chosen country and prepare an infographic which they present in class.
6. Writing an article for the school. Students write an article in which they summarize all the knowledge gained throughout the project. The aim of the article is to make them gather and analyse the material they will need to produce their final product – a podcast.
7. Producing a podcast (Vocaroo, Anchor). Students create podcasts titled "Climate change and migration" in which they include as much information from the project as possible. The podcasts can (but do not have to) include an interview with imaginary eye witnesses or guest experts giving their opinions about the subject matter.

Instructions for the students which you might want to include:

- key terms related to climate change (explanation) – imagine your listeners are non-native speakers of English, so you might want to begin by explaining some of the words/terms you intend to use;
- information about climate change – what it means, what causes it, how it affects the planet etc.;
- The Marshall Islands' case;
- climate refugees from the country of your research;
- climate conference – information about the last climate summit and what decisions were made by global leaders.

Assessment:

Formative – a quiz, an infographic, an interview (ungraded) and summative – articles for the school magazine and podcasts (graded).

Teacher's remarks:

All the materials necessary for conducting the lesson can be found on Padlet: https://padlet.com/aneta_juzwin/climate-change-and-climate-refugees-yju13nc1fdd3



“Scavenger Hunt”

This lesson template was prepared by ITT Malafarina, the Italian EngLife Partner.

Abstract:

In our scavenger hunt, participants, divided into two groups, determine clues that form the basis of a logic puzzle on a given topic. The clues are located throughout an online platform. The group leaders download and install the app on their mobile devices and accomplish the tasks. It represents a fun way to discover environmentally friendly features around.

Keywords: Virtual hunt, learning apps, interactivity, English vocabulary

Subject: English, Computer Science, Geography, Arts

Topic: Scavenger Hunt

Preparation time: 2h

Age of students: 14-18

Teaching time: 6 lessons / 45 minutes each

Methodology:

Scavenger hunts let students practice mobile collaborative problem-solving in a tangible way, leading to an increased retention of the lessons and to a general reinforcement of the teams' relationships.

Online / digital teaching material:

<https://www.goosechase.com/>

Offline teaching material:

Paper, pencils, Post-it Notes, highlighters; alternatively: tablets, smartphones, laptops to take notes.

Aims:

The environment allows participants to monitor and collect data fast. The task is so captivating for students, that they won't get discouraged and disengaged from it. By using Goosechase, students can take photos or videos of scavenger hunt items, solve riddles and word puzzles, and tag themselves at a GPS location, such as a historical monument. The mission requires both individual and group engagement in order to earn points for all the different missions they complete.

Outcomes:

Creation of a scavenger hunt.

21st century skills:

The design and implementation of the Scavenger Hunt incentives the development of almost all the twelve 21st Century skills. In particular:

- Critical thinking: by identifying the likely forms of guidance and support available to face complexity and by expressing their own points of view after consulting reliable resources;
- Information, Media and Technology literacy: by learning how to research info and media on the subtopics;
- Productivity, Collaboration and Communication: by learning to work cooperatively even in an asynchronous way.

Activities:

Students are divided into two groups and are invited to use their ideas and search on the internet for relevant information, following these steps:

1. Create your Experience;
2. Add Missions;
3. Invite your participants by taking part in teams or as individuals;
4. Participants complete Missions in the app;
5. Teachers track live results and view stats and participant engagement.

Assessment:

Students are divided into two groups and the teachers monitor results of the competition.

Teacher's remarks:

The choice of guiding the students in the layout of scavenger hunts, on sustainable topics of their choice, proves to be profitable: the most skilled students, through peer to peer and collaborative learning approaches, support the students with challenges. The lesson results in a compelling flipped classroom in which all students feel a strong sense of pride in the presentation of their work that covers the most diverse areas and are accompanied by comprehensive explanations in foreign language.



“Do you really need what you get?”

This lesson template was prepared by Platon Schools, the Greek EngLife Partner.

Abstract:

Students learn vocabulary and terms related to responsible production and consumption and other concepts related to the environment. They actively construct knowledge through discussion and by working in groups in order to come up with ideas on how consumers can be more responsible and, finally, create an online poster with practical advice on how to achieve this.

Keywords: Sustainable production, renewable, environment, responsible consumption, production, engagement, participation, collaboration, involvement

Subject: Environmental Science, Green Education

Topic: Responsible Production and Consumption

Preparation time: 4h

Age of students: 15-17

Teaching time: 5 lessons / 45 minutes each

Methodology:

Collaborative Learning

Online / digital teaching material:

Google docs, YouTube, Kahoot, Quizlet, Canva

Offline teaching material:

Questionnaire, handouts, grid, tablets, smartphones, laptops to take notes.

Aims:

To promote collaboration among students by working in groups or pairs. Students acquire greater awareness about responsible production and consumption and its impact on the environment.

Outcomes:

Students, by discussing what responsible production and consumption is all about, become aware of actions they can take to make their lifestyle more sustainable. They create an online poster in which they suggest sustainable ways on how to become more responsible consumers and avoid overconsumption and overproduction.

21st century skills:

- presenting,
- problem solving,
- collaboration,
- critical thinking,
- technology literacy,
- computer literacy,
- communication skills,
- creativity.

Activities:

Students are divided into two groups of three and they:

1. Discuss questions related to the topic;
2. Watch Youtube videos related to the topic, discuss in groups how they implement “Responsible Production and Consumption” and take notes (vocabulary and ideas on following a sustainable lifestyle);
3. Answer a questionnaire on vocabulary;
4. Perform self-assessment (Kahoot);
5. Create an online poster (Canva).

**Assessment:**

Presentation of the Poster to their classmates. The poster is assessed based on the following criteria:

- Written Material: wording was limited, clear, easy to read, captured the idea/topic;
- Oral Presentation: coherent, well formulated ideas, clearly pronounced;
- Creativity: Interesting / innovative use of materials and topic themes;
- Layout/Design: Colour and graphics were original and interesting, space was used effectively, etc.

Teacher's remarks:

The use of videos at the beginning of the lesson familiarises students with the content and helps them fully comprehend the topic. Thus, students feel more confident to collaborate and create an online poster in an attractive online environment where they are given the freedom to embed creative elements such as videos or audios fostering this way their creativity.

“Electric cars”

This lesson template was prepared by LO Dubiecko, the Polish EngLife Partner.

Abstract:

Students learn vocabulary and terms related to electric cars and their impact on the environment. The lesson makes students aware of advantages and disadvantages of using electric cars.

Keywords: Climate change, electric vehicle, petrol car, charging station, fossil fuels, lifespan, CO2 gases

Subject: Environmental science, technology

Topic: Electric cars: eco-friendly or not?

Preparation time: 4h

Age of students: 14-18

Teaching time: 3 lessons / 45 minutes each

Methodology: Problem solving

Online / digital teaching material:

Youtube, Quizlet, Plickers, <https://www.evolutionaustralia.com.au/10-reasons-ev-are-better>

Offline teaching material:

vocabulary handouts related to electric cars.

Aims:

To learn about pros and cons of using electric cars and practise vocabulary related to the topic and develop communication skills.

Outcomes:

Students know advantages and disadvantages of using electric vehicles and their impact on the environment, they are able to express their own opinion on the matter and discuss better solutions.

21st century skills:

- presentation;
- collaboration;
- critical thinking;
- computer literacy;
- communication skills.

Activities:

1. Electric cars- vocabulary (Quizlet);
2. Electric cars - how much do you know? (Plickers);
3. Watching a YOU TUBE video entitled “Why are electric vehicles better for the environment?” or similar with a reading exercise related to the video;
4. Discussion about pros and cons using electric cars;
5. Writing an essay about advantages and disadvantages of using electric cars.

Assessment:

Formative - a quiz and Summative - writing pros and cons in an essay.

Teacher's remarks:

A few different digital tools can be used to introduce and practise vocabulary on the topic. You can use them all at each lesson or you can choose other tool from the EngLife Digital Repository to find tools supporting different aspects of language learning.



“Recycling”

This lesson template was prepared by International School, the Serbian EngLife Partner.

Abstract:

Students will develop their English language skills while learning about the importance of recycling and waste management. They will use peer tutoring methodology to develop practical strategies to reduce waste in their everyday lives.

Keywords: Waste management, recycling, environment, sustainable living, waste reduction

Subject: English

Topic: Waste Management and Recycling

Preparation time: 3h

Age of students: 14-18

Teaching time: 5 lessons / 45 minutes each

Methodology:

Peer tutoring

Online / digital teaching material:

Padlet, Google Docs, Google Drive

Offline teaching material:

- Pictures or props of different types of waste (e.g. plastic, paper, food, etc.);
- Handouts on waste management and recycling;
- Research materials on the environmental and economic impact of waste reduction.

All of these can also be used in digital format and shared with students via online storage platforms of choice (Google Drive, Google Classroom, One Drive, etc)

Aims:

Through the initial activities, students practise communication skills through pairwork and class discussions. Afterwards, students practise writing, sentence structure and punctuation, while also employing knowledge of topic related lexis. In addition, students develop critical thinking skills, proofreading and reflection through the peer reviewing task.

Outcomes:

Students broaden their knowledge of the topic of waste management and recycling, and are able to use it in their everyday lives. Students revise the vocabulary for this topic and learn new words, phrases and expressions from the resources they read and through communication with their peers. Students reflect on their mistakes in essays and are able to see the areas they need to improve in.

21st century skills:

- presentation;
- collaboration;
- critical thinking;
- computer literacy;
- communication skills.

Activities:

Introduction: Teacher pairs students, assigns tutor/tutee. Students read recycling handout silently, then discuss with partner. Tutor leads and records partner's answers on chart paper.

Instruction: Teacher gives research materials on waste reduction. Students read and discuss with partners, led by tutor. They sort waste pictures and make a plan for reducing waste in their lives. Plan is written on Padlet, shared with class. Pairs leave comments on each other's posts to improve plans.

Application: Students write short essays on waste reduction, including benefits and strategies. They use research and Padlet plans as reference. Essays are shared with partners for peer review through online storage (e.g. Google Drive). Reciprocal peer tutoring through editing and providing feedback before returning to authors is carried out.

Conclusion: The teacher highlights waste reduction plans from a few student essays and reviews lesson importance. Class revises language mistakes and shares learned things and waste reduction plans. Additional resources for recycling and waste management are provided.

Assessment:

The writing activity can be assessed in different ways, by:

- assessing grammatical points and sentence structure;
- assessing content and vocabulary used in the essays;
- assessing the overall communicative achievement of the essays;
- assessing how successful reviewing and peer tutoring was and what the tutor and the tutee learned from their interaction and collaboration.

Teacher's remarks:

Based on the competence of the students and their confidence with peer tutoring, the teacher can instruct the students to peer review the essays in the following way:

1. The tutor marks the error, but does not provide any feedback, so the tutee has to reflect and work out to make the correction.
2. The tutor marks the error and offers a prompt, which guides the tutee towards how to make the correction.
3. The tutor marks the error and makes the correction.
4. The tutor marks the error, makes the correction, and gives the explanation.



Who is a Critical Friend and How to Become One

A critical friend is:

- a colleague who is committed to helping you, a teacher, improve the quality of your teaching;
- encouraging and supportive and provides honest and often candid feedback that may be uncomfortable or difficult to hear - but only for you to hear;
- someone who agrees to speak, both truthfully and constructively, about weaknesses, problems, and emotionally-charged issues related to teaching and learning.

There must be **trust** between the critical friends. Indeed, the role of a critical friend is, generally speaking, based on the recognition that both professional and organisational improvement can be impeded when people and groups avoid facing hard truths, emotionally difficult subjects, and frank assessments of their own performance.

At the same time, the critical-friend role is also based on the recognition that people will tend to continue avoiding **hard truths**, emotional subjects, and frank assessments of performance if these issues are not handled constructively, supportively, and professionally.

For these reasons, critical friends are believed to play a valuable role in helping educators **improve** their teaching.

Through engaging with your peers as a critical friend, both parties will thus develop an enlightened and reflective awareness of their practice and gain motivation to further develop their own facilitation skills.



Image source: WWW.

More reading: Hardiman, Michele & Dewing, Jan. (2014). ORIGINAL PRACTICE DEVELOPMENT AND RESEARCH PAPER Critical Ally and Critical Friend: stepping stones to facilitating practice development. International Practice Development Journal. 4. 10.19043/ ipdj. 41.003.

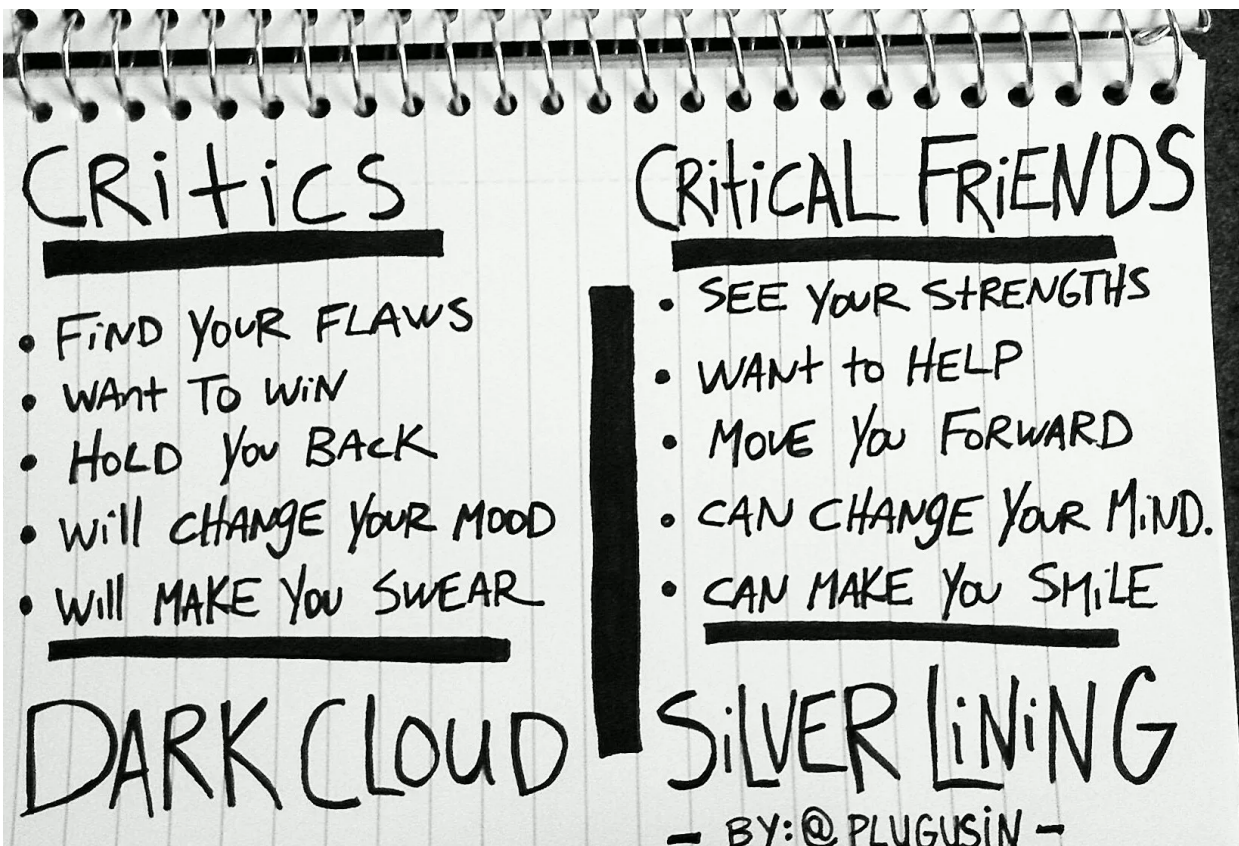
Becoming a Critical Friend

Because the concept of critique often carries negative baggage, a critical friendship requires trust and a formal process. Many people equate critique with judgment, and when someone offers criticism, they brace themselves for negative comments. Here are some ground rules to discuss together with your critical friend:

- Be clear about the nature of the relationship, and not use it for evaluation or judgment;
- Listen well through clarifying ideas, encouraging specificity, and taking time to fully understand what is being presented;
- Offer value judgments only upon request from your colleague;
- Respond to your colleague's work with integrity; and
- Be an advocate for your colleague's professional development.



Can you see yourself becoming a critical friend? Can you imagine others around you fulfilling this role? What characteristics they possess that you think so?



The Critical Friends Process

1. **The colleague in need of support describes a practice and requests feedback.** For example, a teacher might describe a new problem-solving technique, or describe the pedagogical framework for a project.
2. **The critical friend asks questions in order to understand the practice described and to clarify the context in which the practice takes place.** For example, the friend may ask the colleague, “How much time did you allow for the students to respond to the problem you asked them to solve?” or “What do you hope your students will learn from this module?”
3. **The colleague sets desired outcomes for the discussion.** This allows the colleague to be in control of the feedback.
4. **The critical friend observes the class where the colleague is teaching or supervising.**
5. **The critical friend provides feedback about what seems significant about the practice.** This feedback provides more than cursory praise; it provides a lens that helps to elevate the work. For example, the critical friend might say, “I think it's significant that you're asking students to do problem solving because it will help them become more self-directed.”
6. **The critical friend raises questions and critiques the work,** nudging the colleague to see the project from different perspectives. Typical queries might be, “What does the evidence from your students' work indicate to you about their capacity to do problem solving?” or “When you teach this course, how will you help student follow your line of thinking?”
7. **Both participants reflect and write.** The colleague writes notes about the discussion—an opportunity to think about points and suggestions raised. For example, the colleague may reflect on questions such as, Will changes make this course better or worse? What have I learned from this refocusing process? The critical friend writes to the colleague with suggestions or advice that seem appropriate to the desired outcome. This part of the process is different from typical feedback situations in that the colleague does not have to respond or make any decisions on the basis of the feedback. Instead, the colleague reflects on the feedback without needing to defend the work to the critic.
8. At a later time, **the colleague can in turn become the critical friend.** In this way a strong relationship of mutual trust and benefit can be built.



Can you see how this process might work at your teaching institution or another professional environment?

More Resources on Reflective Teaching and Critical Friends

What is Reflective Teaching and its Benefits (2021): <https://www.suraasa.com/blog/reflective-teaching>

Reflective Teaching at Yale, USA (2021): <https://poorvucenter.yale.edu/ReflectiveTeaching>

A Video-Mediated Critical Friendship Reflection Framework for ESL Teacher Education (2019): <http://www.tesl-ej.org/pdf/ej89/a7.pdf>

Reflective teaching: Exploring our own [English] classroom practice (2004): <https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility/articles/reflective-teaching-exploring-our>

12 Reflective Teaching Examples (2023): <https://helpfulprofessor.com/reflective-teaching-examples/>

The "Critical Friend" Role in Fostering Reflective Practices and Developing Staff Cohesion: A Case Study in a New Secondary School, New Zealand (2021): <https://eric.ed.gov/?id=EJ1076173>

Reflection through critical friendship: Promoting growth of teachers (2022): <https://www.frontiersin.org/articles/10.3389/feduc.2022.1056471/full>

