

English Teacher Survey



INTRODUCTION

DIGITAL TOOLS FOR TEACHING ENGLISH

This "Word Articulation Project" (WAP) aims to collect information about challenges of teaching during COVID-19, to find out about teachers' competencies, knowledge and skills regarding:

- Teaching English
- Content Language Integrated Learning (CLIL)
- Digital skills

The survey was carried out among 54 English teachers or different branch teachers who also teach English in secondary education (students aged 14 to 18). The document includes each survey question and their analysis. The survey was distributed within the 5 partner countries: UK, Turkey, Bulgaria, Latvia and Italy.

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Acknowledgement

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The survey report is available at: <https://www.word-articulation-project-erasmus.com/>

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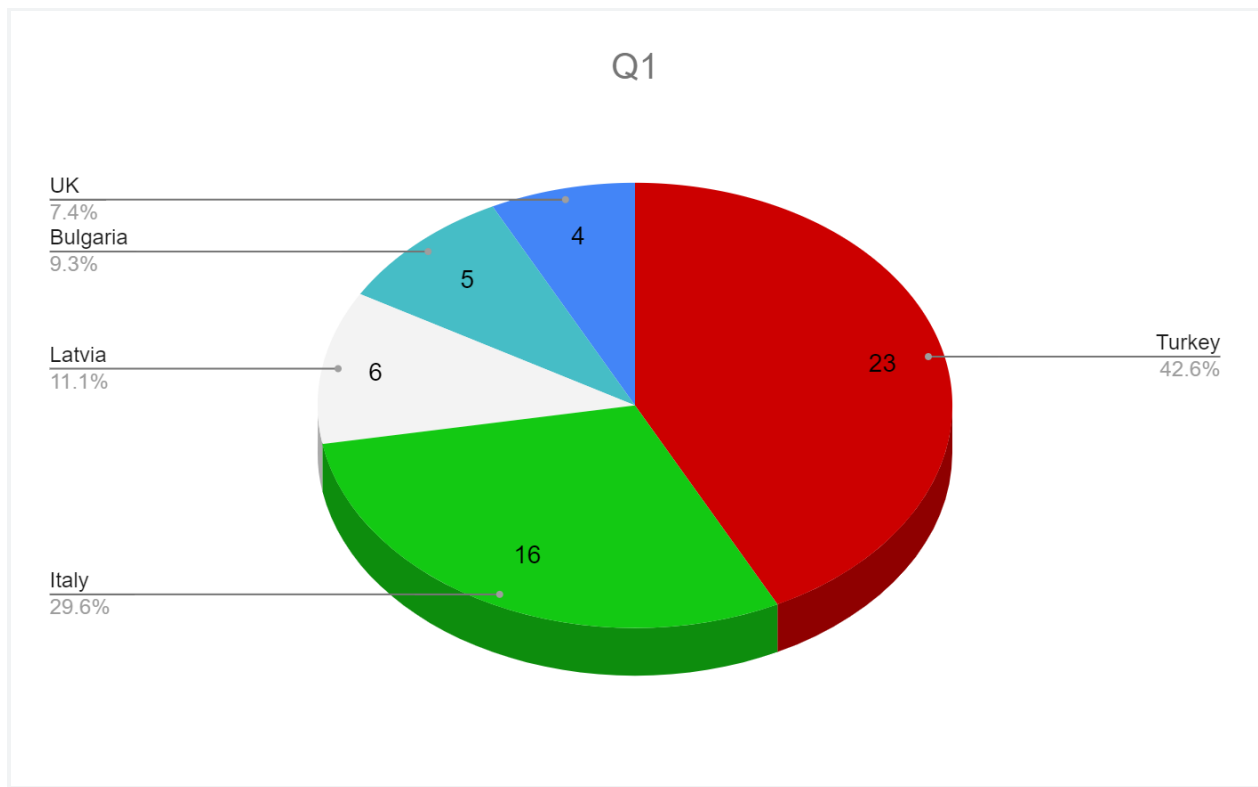
AISR LEARNING
B-STEM



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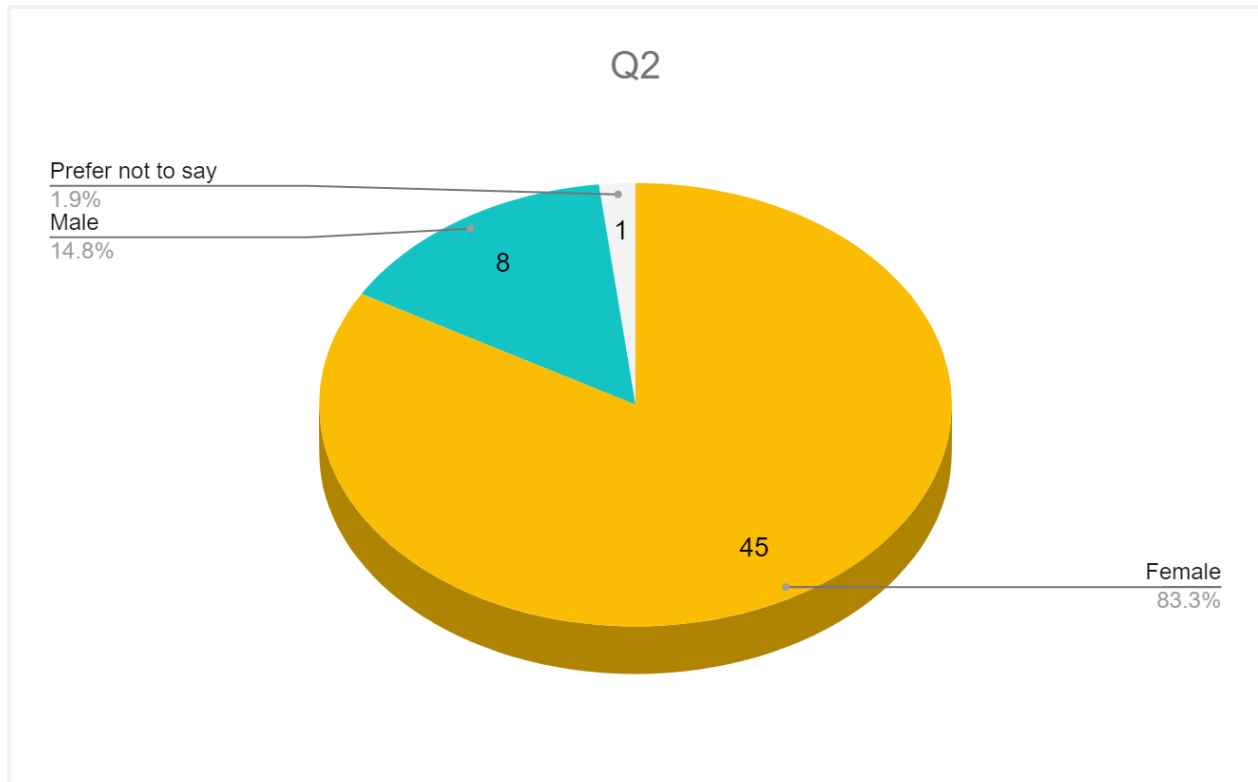
1. Which country are you from?

The chart below shows that most of the respondents were from Turkey, which is 43% of the total respondents. The rest were from the United Kingdom, Bulgaria, Latvia and Italy.



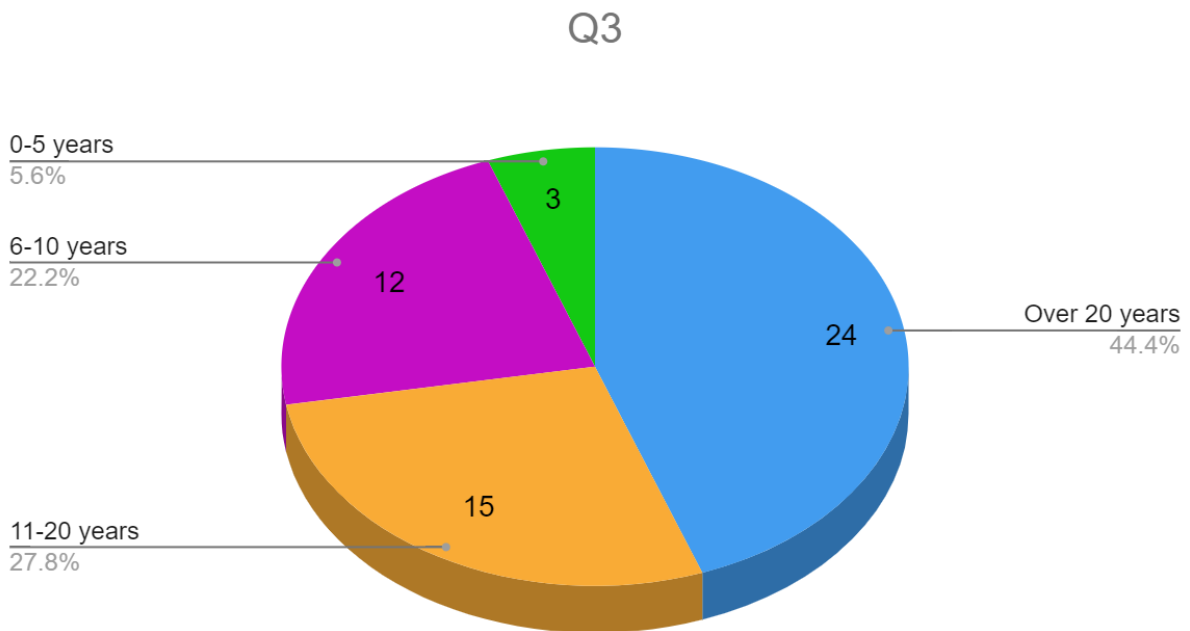
2. What is your gender?

As seen in the chart, the majority of the respondents were female, with 83%.



3. How long have you been teaching?

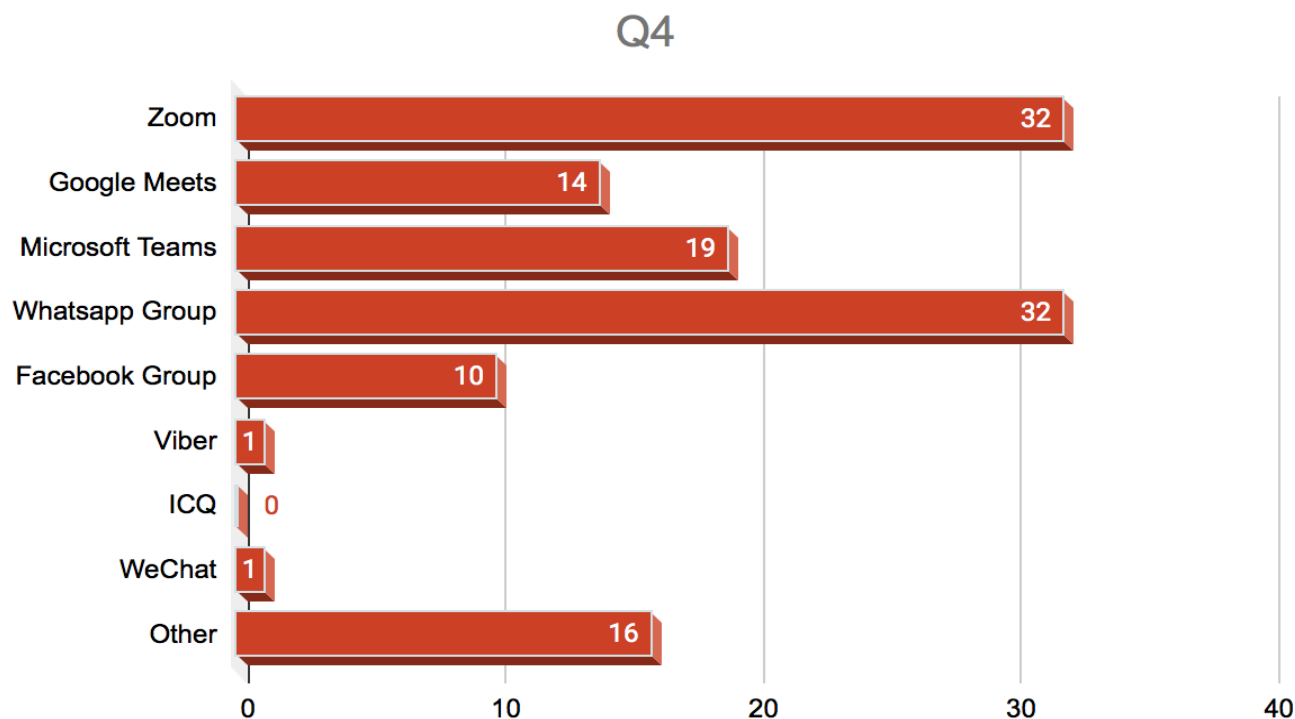
The chart shows that most of the respondents (44%) stated that they have been teaching for over 20 years, followed by 11-20 years of teaching experience accounting for 28% of responses.



Use of Online Communications and Online Platforms Within the Classroom

4. Which of the following communication tools do you use to keep in touch with your students? You can choose more than one.

The chart shows that most of the teachers (32) keep in touch with their students via WhatsApp and Zoom respectively, followed by Microsoft Teams (19).



5. Which of the following pedagogical approaches do you use in your English class? On average, how much time do you spend on them? Click as many as applies, the percentages refer to the average time you usually spend on a particular approach, thus these classroom methodologies are not additive, they are discrete and should not be amalgamated. As it is unlikely that in any one lesson a teacher would deploy all of the following methodologies.

This chart shows that most respondents prefer to spend 25% of their lessons mostly with the following pedagogical approaches: Project-and Problem based learning (28), Traditional direct instruction (27) and Flipped classroom and Collaborative learning (25).

40% of respondents stated that they use Inquiry based teaching for 25% of the lesson. Inquiry based teaching is more demanding for the students as they have to decipher the problem from a case study and then solve the problem that they have found by analysing the said study. This is a multi-faceted approach and should be used for about 75% of the lesson as opposed to 25% which most of the participants stated. The reasons could be that teachers may not fully appreciate the difference between the various teaching methods

The majority of the respondents reported that they spend 50% of their lessons with Traditional direct instruction (15), followed by Personalised learning (14) and Integrated learning (14). Some of the top benefits of personalised learning include improved academic performance and soft skills, as it provides students with additional learning experiences, which are a little different from a more traditional classroom. Such as:

- Content, teaching style and goals of the lesson plans are geared toward the individual needs of each learner;
- Personalised approaches to student learning are highly collaborative, as students with similar learning styles or interests often work together in groups; which helps them to build great social, leadership and communication skills.
- A class teacher spends much less of his/ her class time delivering lectures to students inside the classroom
- The pace of instruction is adjusted according to each individual student

55% of the respondents reported that they spend 100% of their time with activity/experiment based methodology.

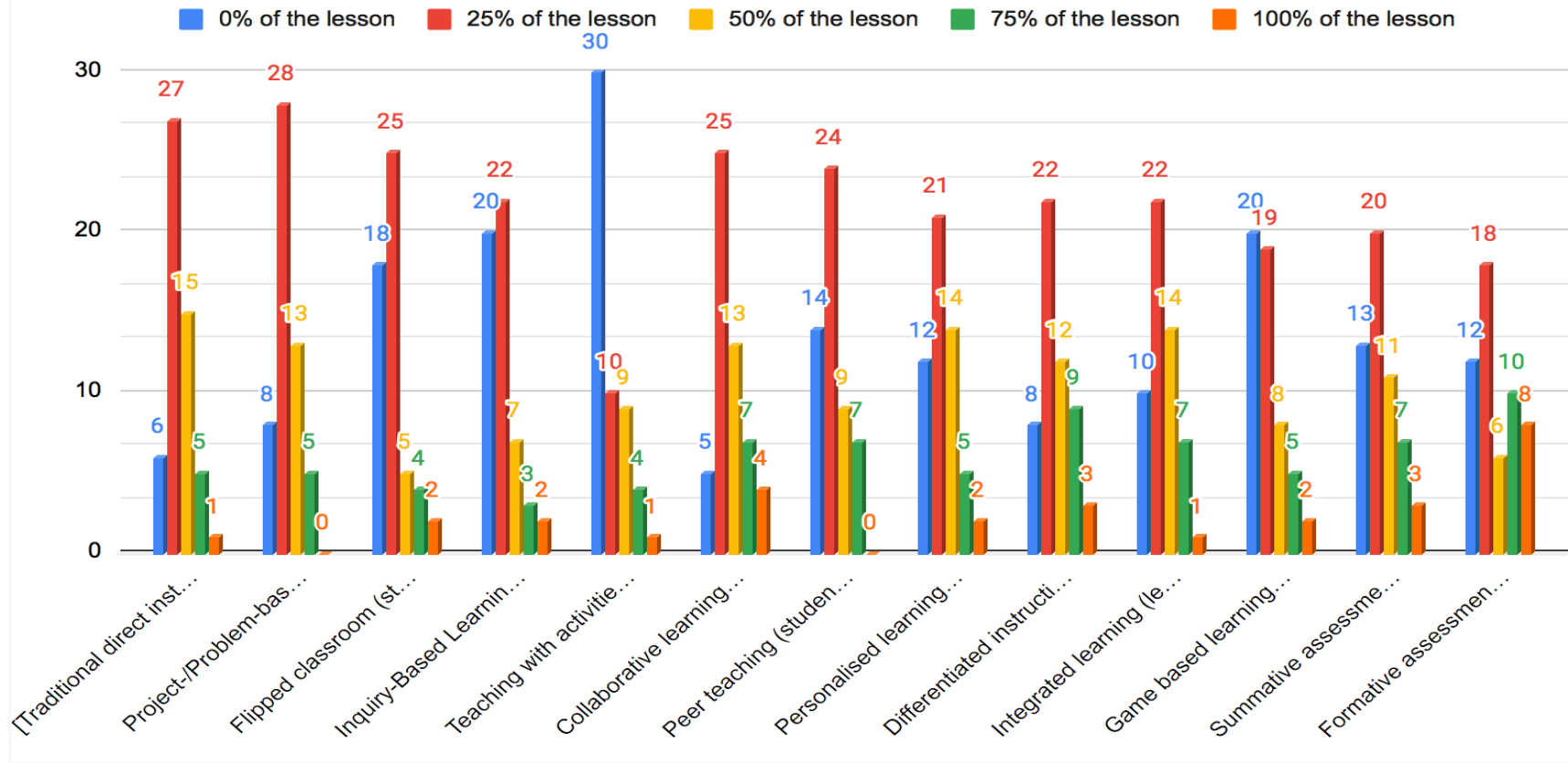
51% spend 100% of their time with project/problem based learning, whilst 50% spend 100% of their classroom time with traditional teaching methodology.

Traditional education models focus on correction, placing a heavy emphasis on rote memorisation. The capacity to memorise and recite information is crucial to a student's success. Feedback is generally limited to correction after students turn in their coursework or take their exams. Because of the constant pressure to rectify errors, ESL students (many of whom already struggle with performance anxiety) learn to be afraid to speak in class.

Traditional education doesn't allow enough individual speaking time. In contrast, the interaction between speaking and listening in a foreign language is complex and nuanced. We hear ourselves and adjust our efforts dynamically. When students are requested to recite or repeat in groups, it is challenging for the ESL teacher to pick out an individual's voice, and even more so for the student to pick out his or her own voice. Teachers in large ESL classes (those with 30 or more students) rarely get to work with individuals; instead, learners are often given the opportunity to practise what they've learned in small groups, hence those who are more verbally reserved typically exhibit a withdrawn behaviour.

The WAP project promotes a more student-centred approach to learning, in which students are active participants in their education, and teachers are able to tailor their instruction to meet the needs of individual learners. By embracing digital resources and innovative teaching methods, the project helps to move away from traditional, one-size-fits-all approaches to education, and towards a more flexible, personalised, and engaging model of teaching and learning. Our lesson plans will reflect this.

Q5



[See Annex I for more detailed responses.](#)

6. Which learning resources do you use when teaching a face-to-face English class and to what extent do you use such resources? Click as many as applies, the percentages refer to the average time you usually spend on a particular resource, thus these classroom resources are not additive, they are discrete and should not be amalgamated. As it is unlikely that in any one lesson a teacher would deploy all of the following resources.

This chart shows which classroom resources the respondents prefer to utilise when teaching a face-to-face English lesson.

Most of the respondents prefer to use Audio/Video materials (7) for the entire lesson, followed by Paper-based materials, Online interactive presentations and Resources for special needs learners with 4 votes respectively.

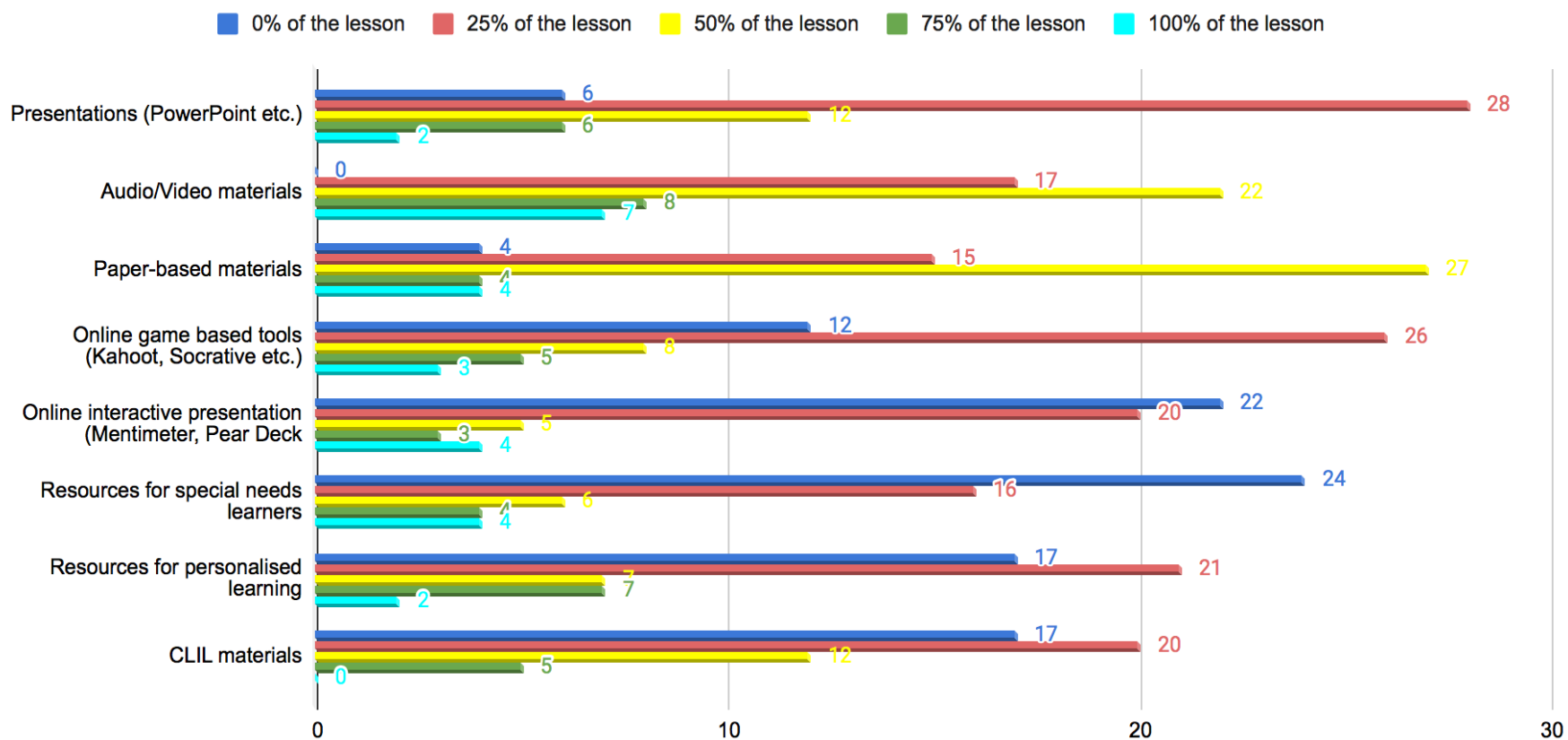
44% stated that they do not use Resources for special needs learners at all, followed by 22 respondents (40%), who do not use Online interactive presentations such as Mentimeter or Pear Deck, at all.

17 respondents, 31%, stated that they do not use CLIL materials at all, nor Resources for personalised learning.

27 respondents (50%) stated, that for 50% of the lesson, they use Paper based materials, followed by 40% of respondents who use Audio/Visual materials for 50% of the lesson.

The most used resource for 75% of the lesson was the Audio-video materials with 8 votes (15%) followed by Resources for personalised learning with 7 votes (13%).

Q6



7. Which learning resources do you use when teaching an online English class and to what extent do you use such resources? Click as many as applies, the percentages refer to the average time you usually spend on a particular resource, thus these classroom resources are not additive, they are discrete and should not be amalgamated. As it is unlikely that in any one lesson a teacher would deploy all of the following resources.

This chart shows that 15% of respondents prefer to use PowerPoint for the entire lesson when teaching online, and 13% of respondents use Audio/Visual tools for 100% of their lessons.

We can see that the use of the PowerPoint increased in the online setting when compared with face-to-face lessons regarding the use of this tool for the entire lesson - 100%, however, the use of Online interactive presentations dropped by 2%.

The most popular resource used for 75% of the lesson remained the Audio/visual material with 9 votes, followed by Online games e.g. Kahoot, and Online interactive presentations e.g. Mentimeter with 6 votes respectively.

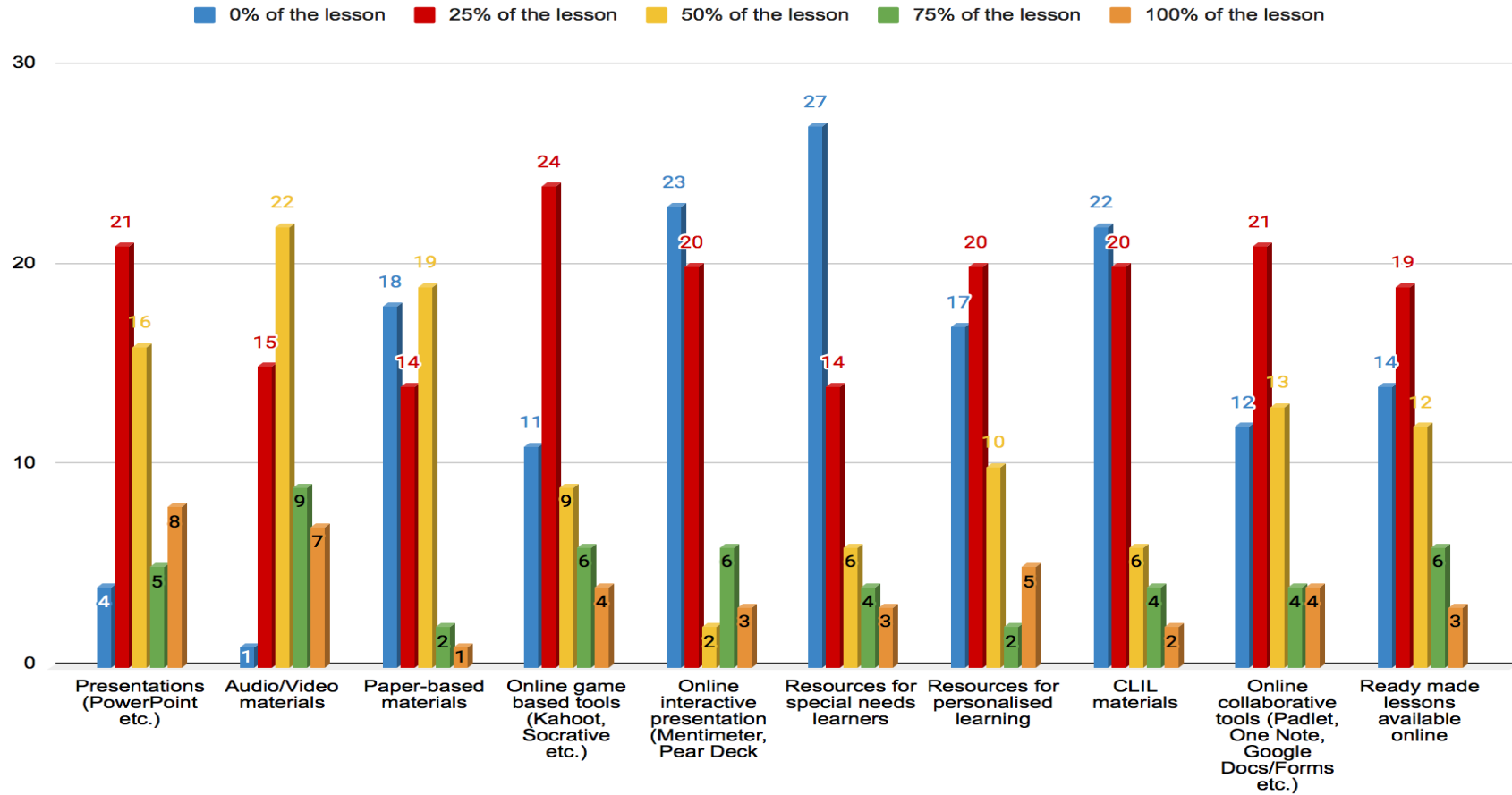
Regarding resources used for 50% of the lesson, Audio/visual materials remained the most popular choice, with 40%.

The number of those respondents who do not use CLIL materials at all grew by 9% when compared to face-to-face teaching.

Regarding ready-made lessons available online:

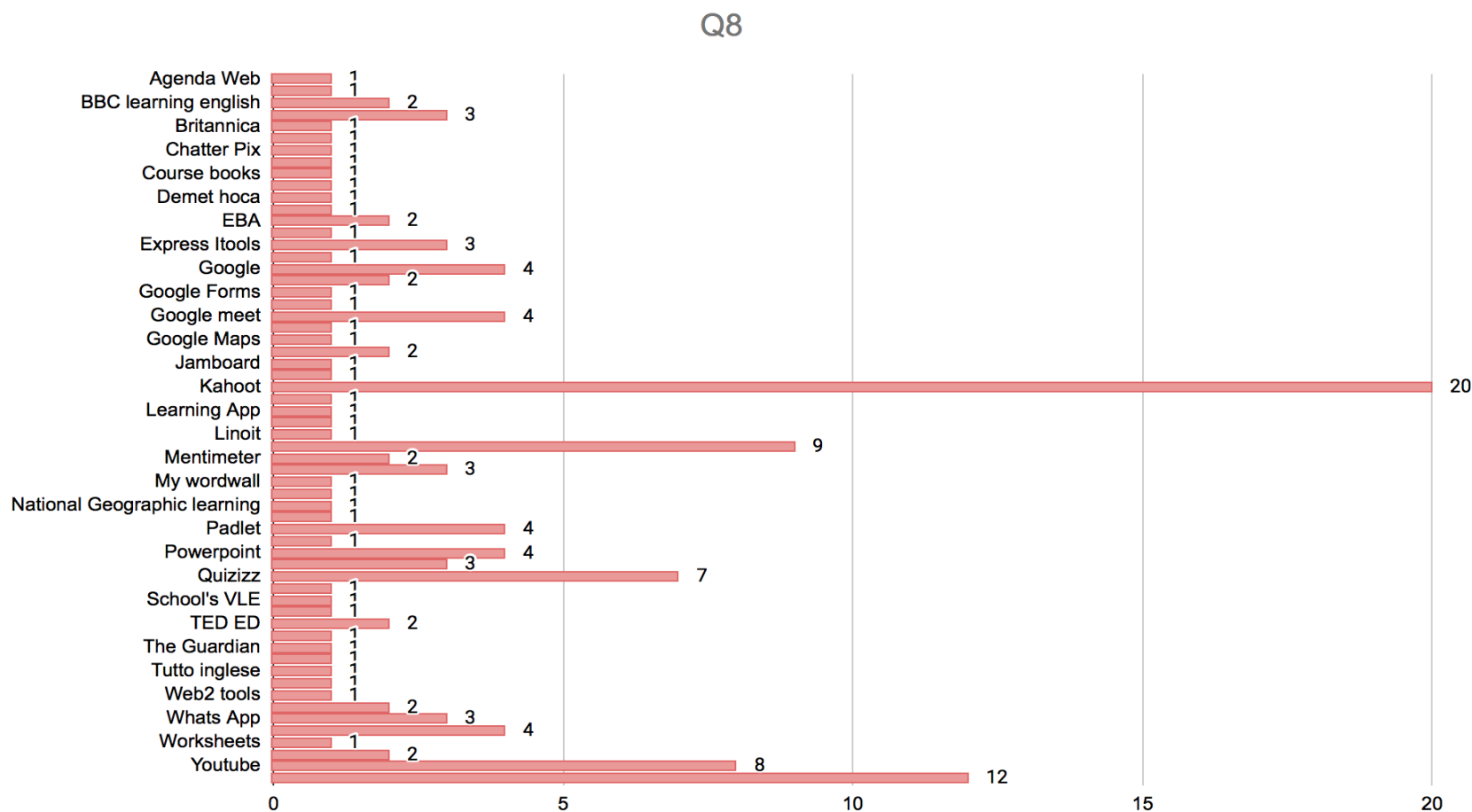
- 5% stated that they would use such resources for the entire lesson
- 11% would use such resources for 75% of the lesson
- 22% would use such resources for 50% of the lesson
- 35% would use such resources for 25% of the lesson
- 26% would not use such resources at all.

Q7



8. Please list 3 of your favourite online tools/apps/platforms that you use in your English class.

As we can see from the chart, the top favourite online tool used in English classes was Kahoot with 20 votes. Followed by Youtube (12) then Mentimeter with 9 votes.



[See Annex II for more detailed responses.](#)

9. Please list 3 of your favourite online summative e-assessment tools/apps. If not applicable, please type N/A.

The chart below shows that most of the respondents (25) did not use online summative e-assessment tools. 13 respondents used Kahoot and the other applications varied greatly.

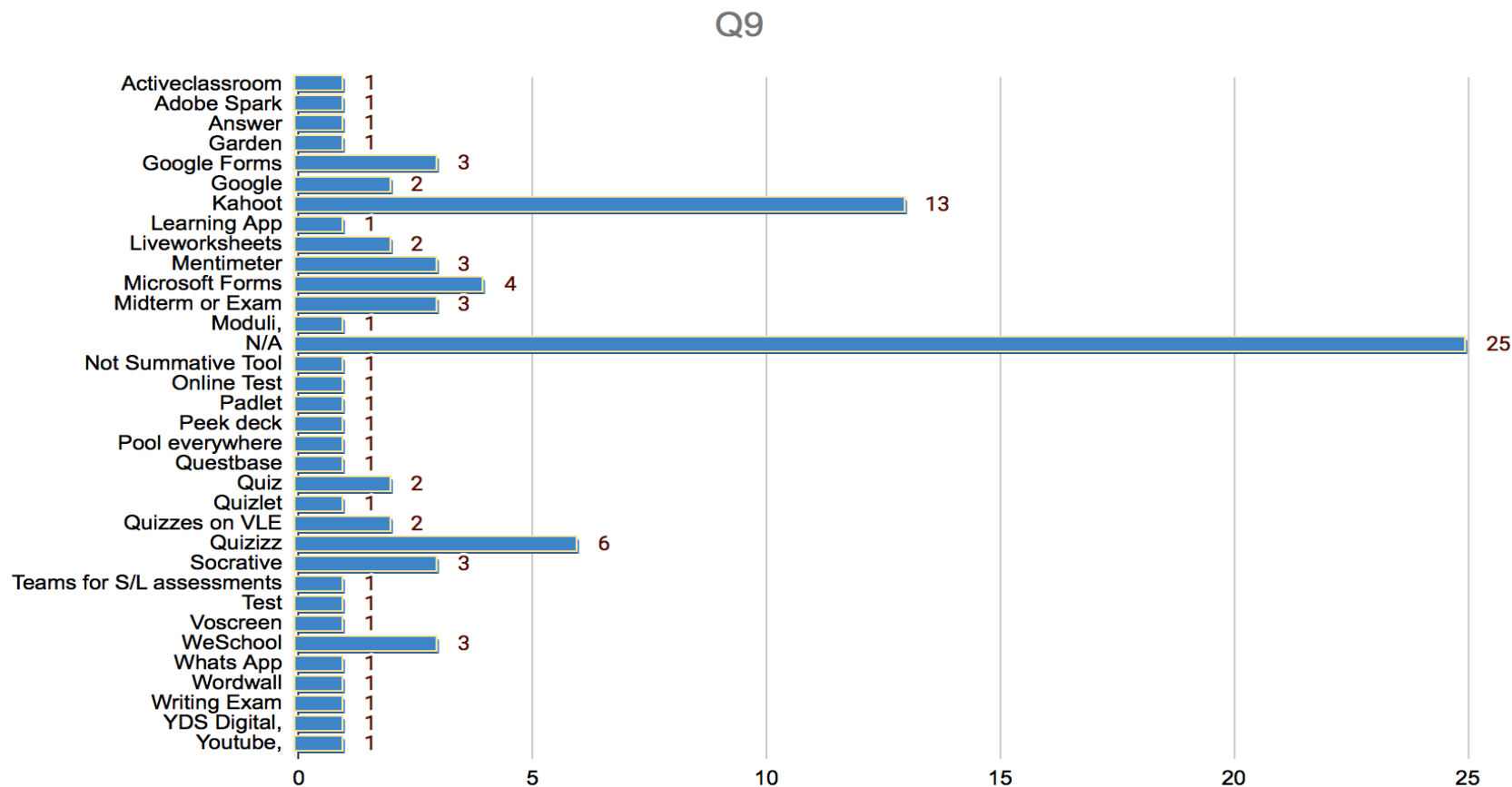
The purpose of summative assessment is to evaluate student learning at the end of a unit, course, or program, typically through a final exam, project, or paper. It provides feedback to students and teachers about the level of achievement and it is typically used to assign a final grade or evaluation of student learning.

Summative assessment is often high-stakes, formal, and standardised, thus the reliability of online summative assessment tools depends on the quality of their design and implementation. When choosing an assessment tool, it is important to carefully evaluate its validity, security, accessibility, and technical reliability to ensure that it provides an accurate and fair measure of student learning.

Kahoot is primarily designed as a formative assessment tool, and therefore may not be the best option for a summative assessment, for the following reasons:

- Kahoot is primarily designed for multiple-choice questions with a time limit, which may not provide a comprehensive evaluation of student learning for a summative assessment.
- Kahoot allows teachers to customise questions and quizzes, however the degree of customisation is limited. It is not allowed to include advanced question types nor to customise the format and scoring of the quiz in the way that they might be able to with a dedicated summative assessment tool.
- Kahoot is an open platform, and there is no way to prevent students from accessing the quiz outside of class or collaborating with one another during the assessment, which can compromise the validity and reliability of the results.
- Kahoot does not provide a way to grade or record results of assessments in a formal way, which can make it difficult to use for summative assessments where a formal record of student performance is necessary.

Overall, while Kahoot can be an effective tool for formative assessment and classroom engagement, it may not be the best option for summative assessment. Dedicated summative assessment tools may offer more advanced features, better security, and more comprehensive evaluation of student learning.



[See Annex III for more detailed responses.](#)

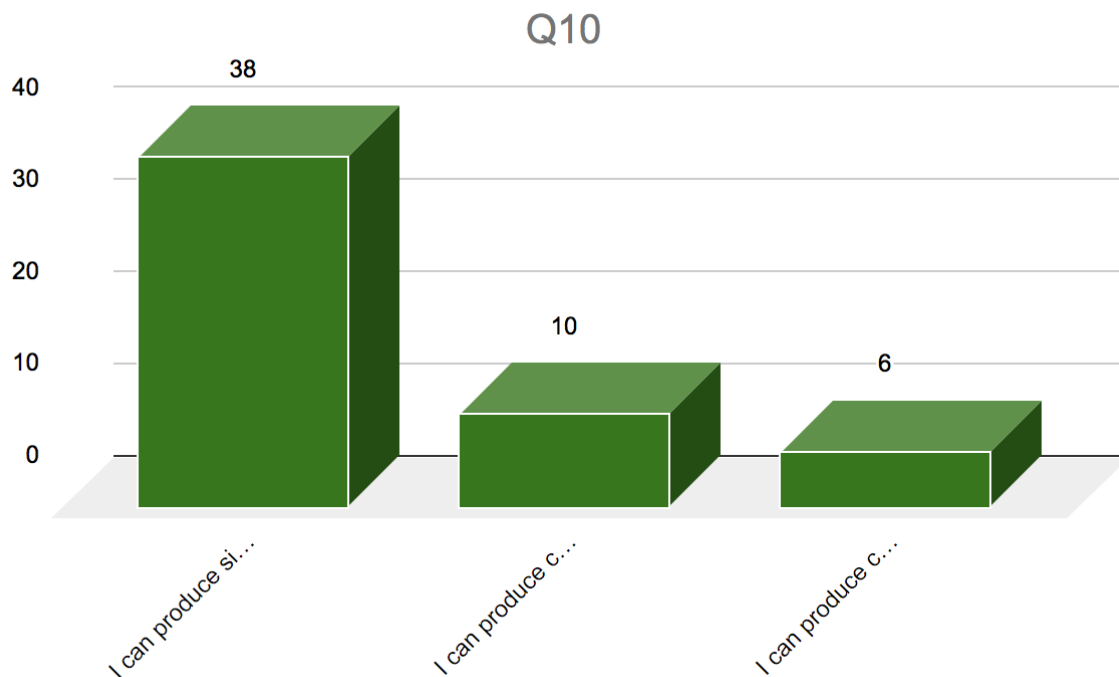
Content Creation & Online Safety

10. Which one of the following statements would describe you the best?

Out of the 54 respondent:

- 70% stated that they “can produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools”;
- 18% stated that they “can produce complex digital content in different formats (e.g. text, tables, images, audio files). I can use tools for creating web pages or blogs.”
- 11% stated that they “can produce complex, multimedia content in different formats, using a variety of digital tools and environments. I can create a website using a programming language”

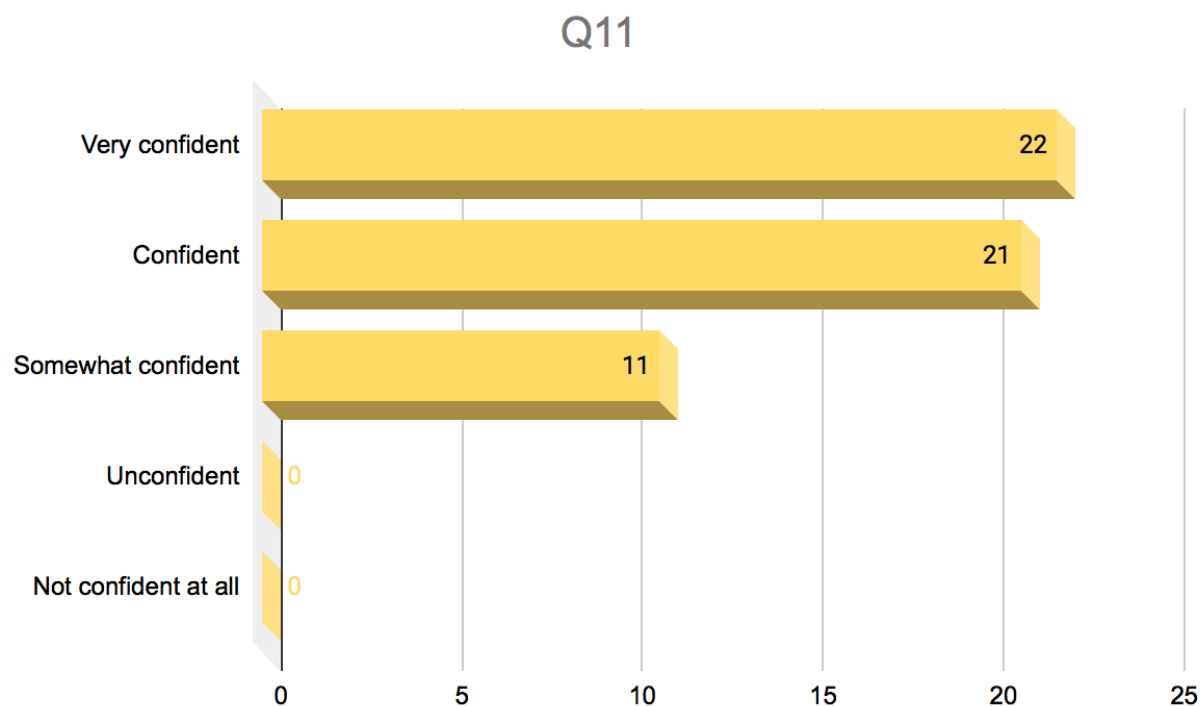
These survey results highlight the importance of digital literacy and the need for ongoing training and support to help teachers develop their digital skills. As technology continues to evolve, it is essential that individuals are able to effectively create and communicate using digital tools to fully participate in modern society.



11. How confident do you feel when you are developing English Lesson Plans?

Out of the 54 respondents, 41% stated that they were Very confident to develop English Lesson Plans, 39% were Confident, whilst 20% stated that they were Somewhat confident.

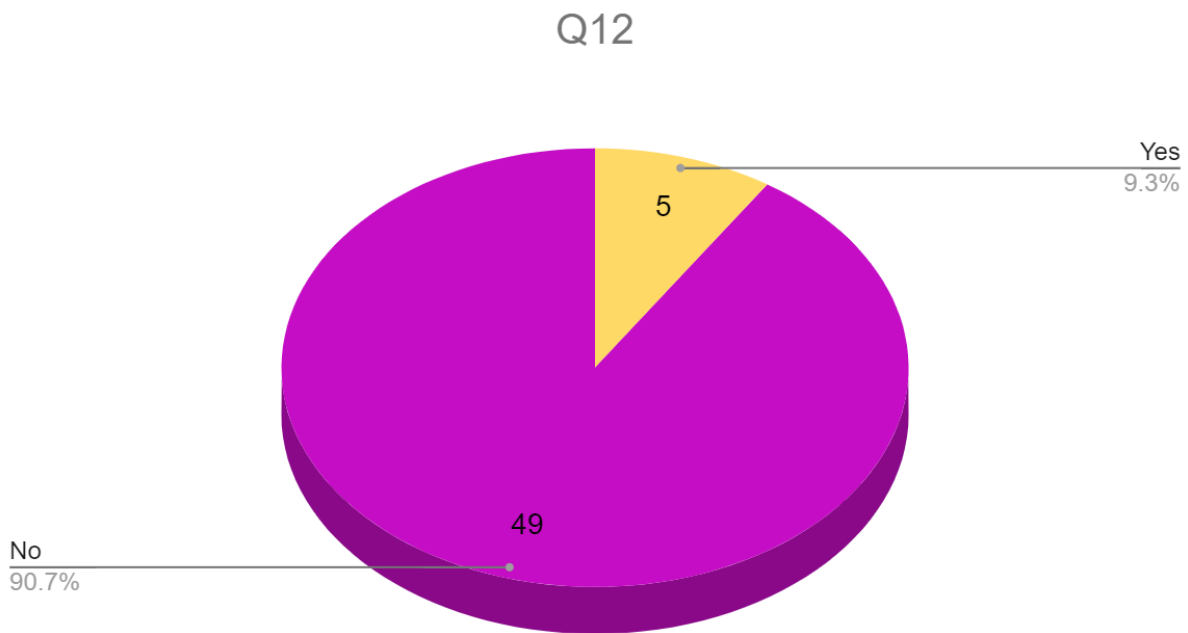
These survey results suggest that the majority of respondents have the necessary skills and confidence to develop effective English lesson plans, but ongoing support and training may be necessary for those who are less confident to improve their abilities.



Content Language Integrated Learning (CLIL)

12. Are you a subject teacher, who also teaches English?

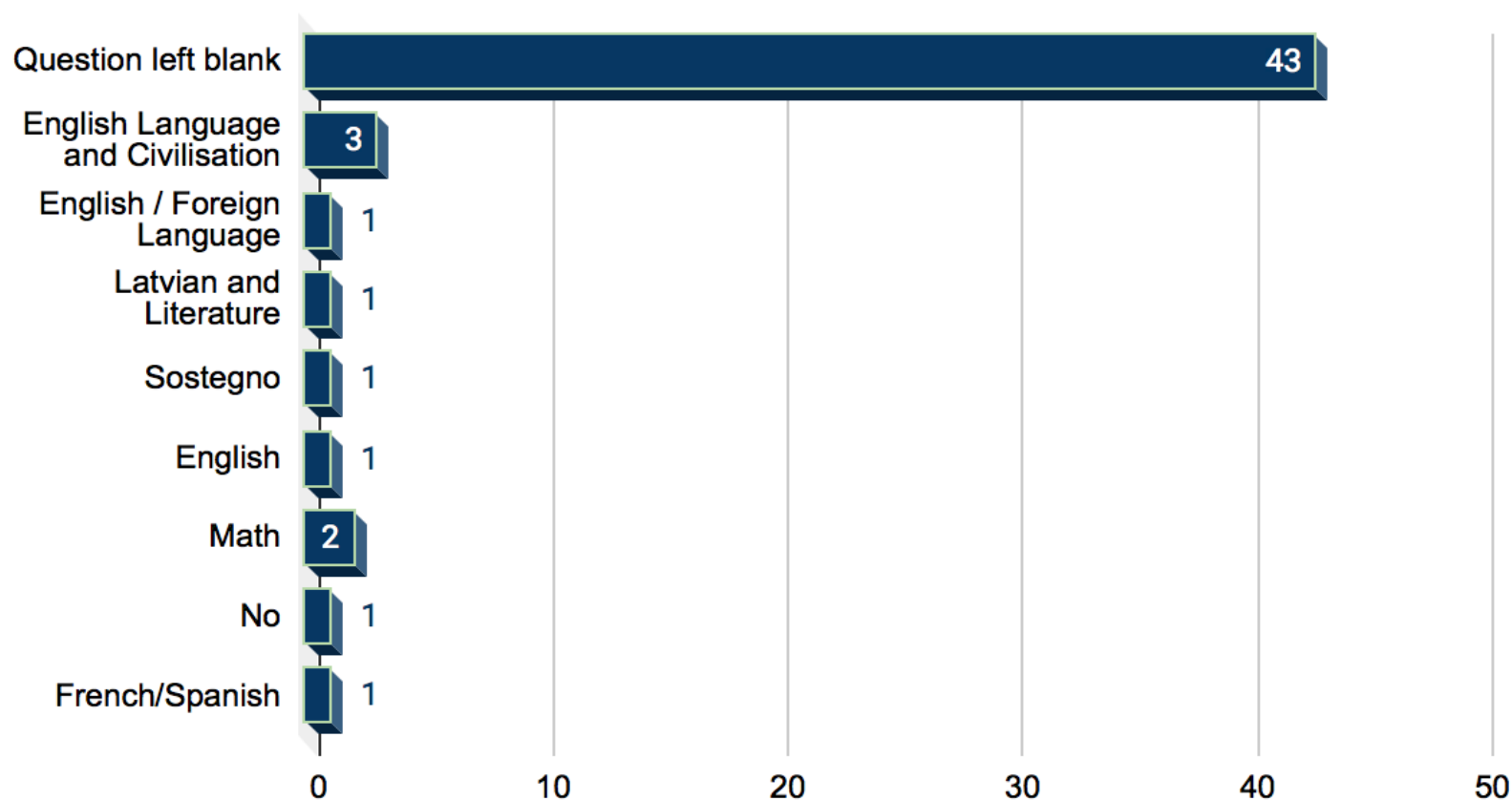
91% of the respondents stated that they were teachers of English solely, whilst 9% stated that they also taught other subjects.



13. If you are also a subject teacher, please type your subject below.

The chart shows the respondents' subject domains, apart from English language. Most of the respondents' other subject domain is another language.

Q13

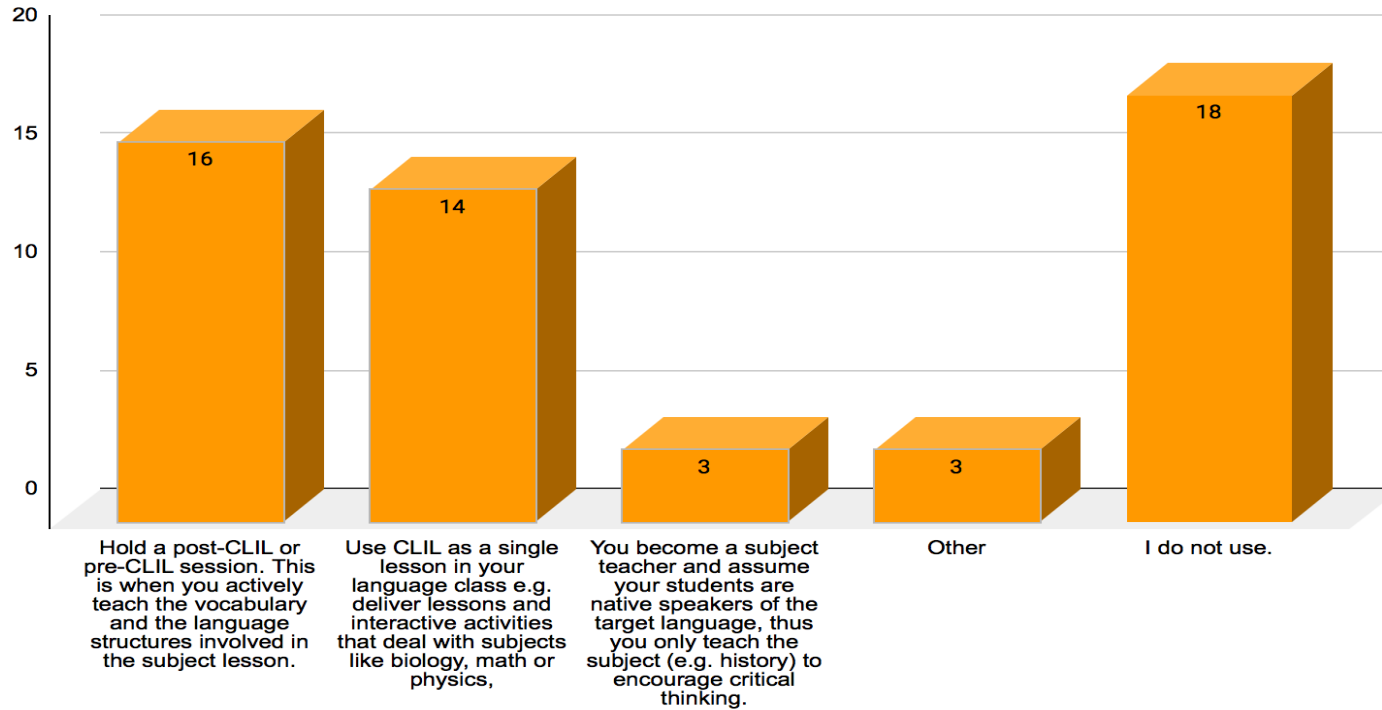


14. Please choose the relevant CLIL techniques you implement.

Most of the respondents (16) “Hold a post-CLIL or pre-CLIL session.”, the second most implemented method was using CLIL as a single lesson with 14 votes, whilst 3 respondents stated that they only teach the subject through English assuming their students were native speakers. 3 respondents use other methods, however, they have not specified them, whilst 18 respondents didn’t use CLIL techniques.

The results suggest that there may be a lack of awareness or training in CLIL techniques among the respondents, and that there may be opportunities for further training and support in this area. Although some respondents are utilising CLIL techniques in their teaching, there is room for further implementation and training in this area. By adopting CLIL techniques, teachers can provide a more immersive and effective learning experience for students, and improve their language proficiency in addition to their subject knowledge.

Q14



15. Which methods of second language acquisition do you use in your classroom?

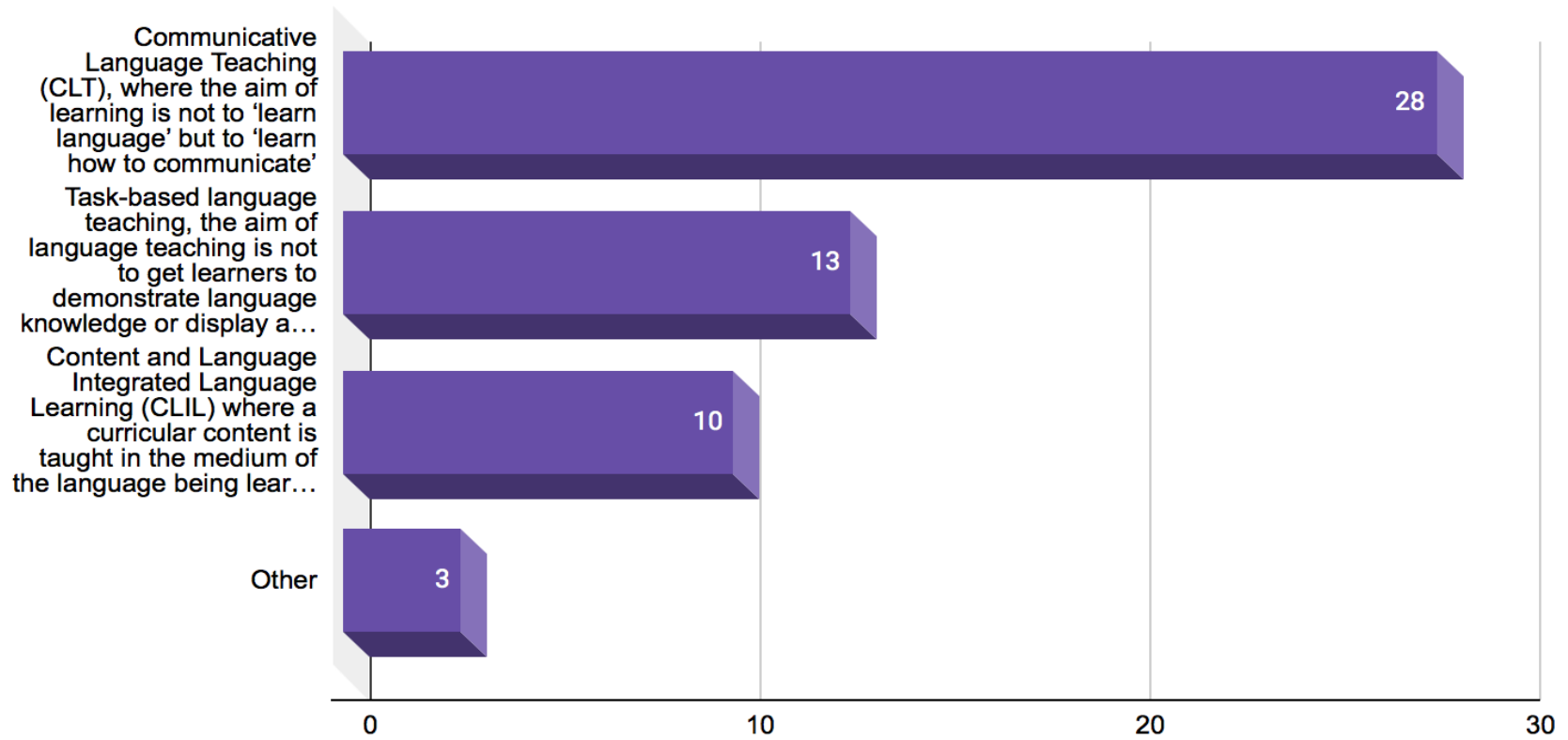
Most of the respondents (28), who also teach other subjects as opposed to solely English, stated that they preferred Communicative Language Teaching (CLT), whilst 13 respondents use Task-based language teaching methods, followed by CLIL with 10 votes.

The CLIL approach offers a range of effective language teaching methods, including Communicative Language Teaching (CLT), Task-based language teaching, and Content and Language Integrated Language Learning (CLIL).

CLT focuses on learning to communicate rather than simply learning language, while task-based language teaching provides learners with opportunities to engage in meaning-oriented language use. Both methods emphasise the importance of language in a meaningful context, rather than rote memorisation of grammatical rules.

CLIL, on the other hand, integrates curricular content with language learning, enabling learners to develop both content knowledge and language skills simultaneously. These approaches have been shown to be effective in promoting language learning and learner engagement, providing learners with the skills and knowledge needed to communicate effectively in a variety of contexts.

Q15



[See Annex IV for more detailed responses.](#)

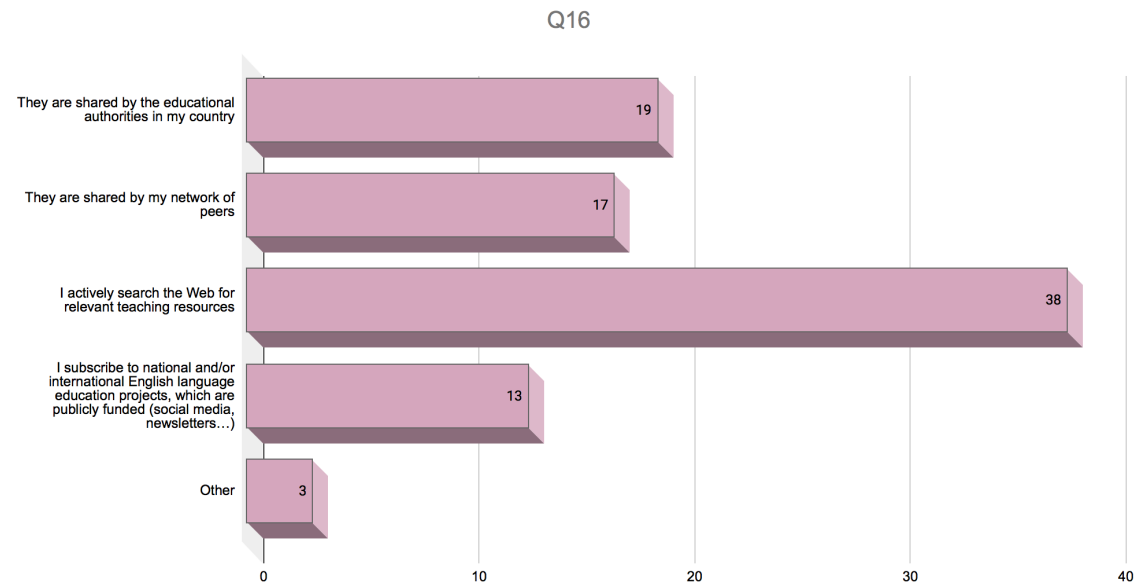
Your English Teaching

16. Where do you source your learning resources from?

Most of the respondents (38) source their teaching materials from Web, followed by:

- Shared by the educational authorities with 19 votes
- Shared by my network of peers with 17 votes
- Subscribe to national/international ESL projects with 13 votes.

These survey results suggest that teachers are utilising a variety of sources for their teaching materials, with the web being the most popular source. By utilising a range of sources, teachers can provide a diverse and engaging learning experience for their students.



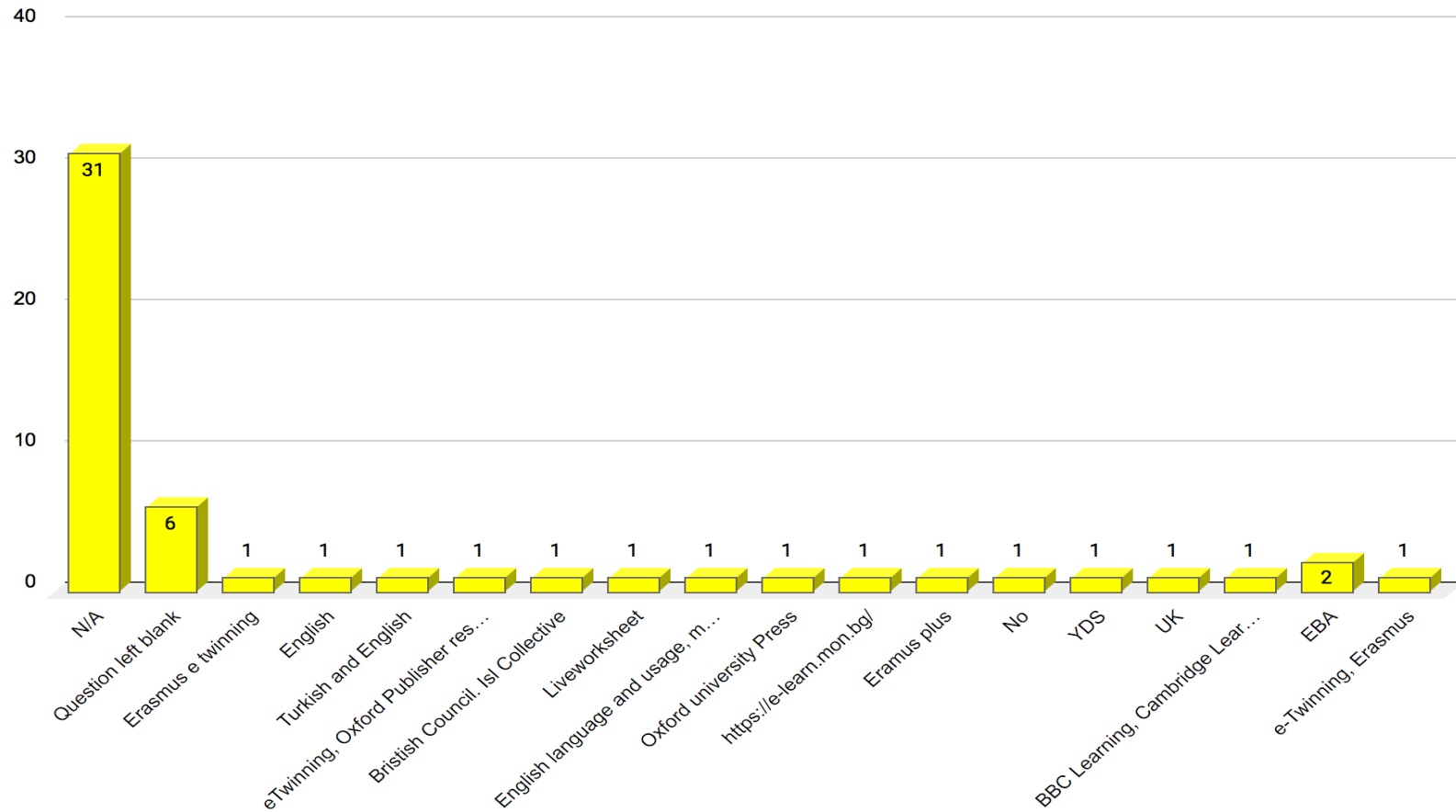
17. Which national and/or international English language education projects resources do you subscribe to?

57% of respondents stated that they didn't subscribe to any national or international English language education related projects nor resources. 43% of respondents listed a range of sources including EBA, E-twinning, Erasmus+, BBC Learning and Oxford Publisher.

These results suggest that although some teachers are actively seeking out and utilising national or international English language education related projects and resources, there may be a lack of awareness or interest in accessing such projects and resources among the respondents.

The sources listed by the respondents may provide teachers with a range of resources and support, including professional development opportunities, curriculum materials, and student activities. By subscribing to these projects and resources, teachers can stay up-to-date with best practices and provide high-quality instruction to their students.

Q17



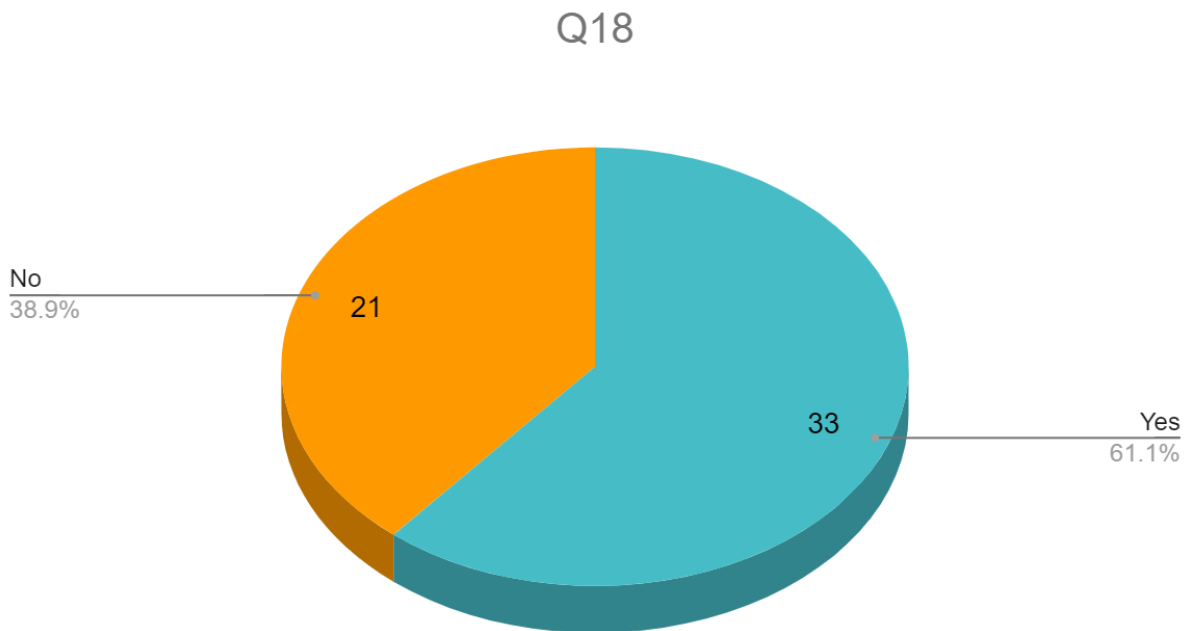
[See Annex V for more detailed responses.](#)

Teacher Training

18. Are English teacher training refresher courses conducted in your country on a regular basis?

The chart shows that 61% of respondents are offered refresher English teacher training courses on a regular basis, whilst 39% are not.

Regular refresher training courses can provide teachers with opportunities to update their skills and knowledge, learn new teaching methods and techniques, and stay up-to-date with the latest research and best practices in the field. By investing in ongoing professional development, institutions and organisations can help ensure that their teachers are well-prepared to support their students' language learning needs.



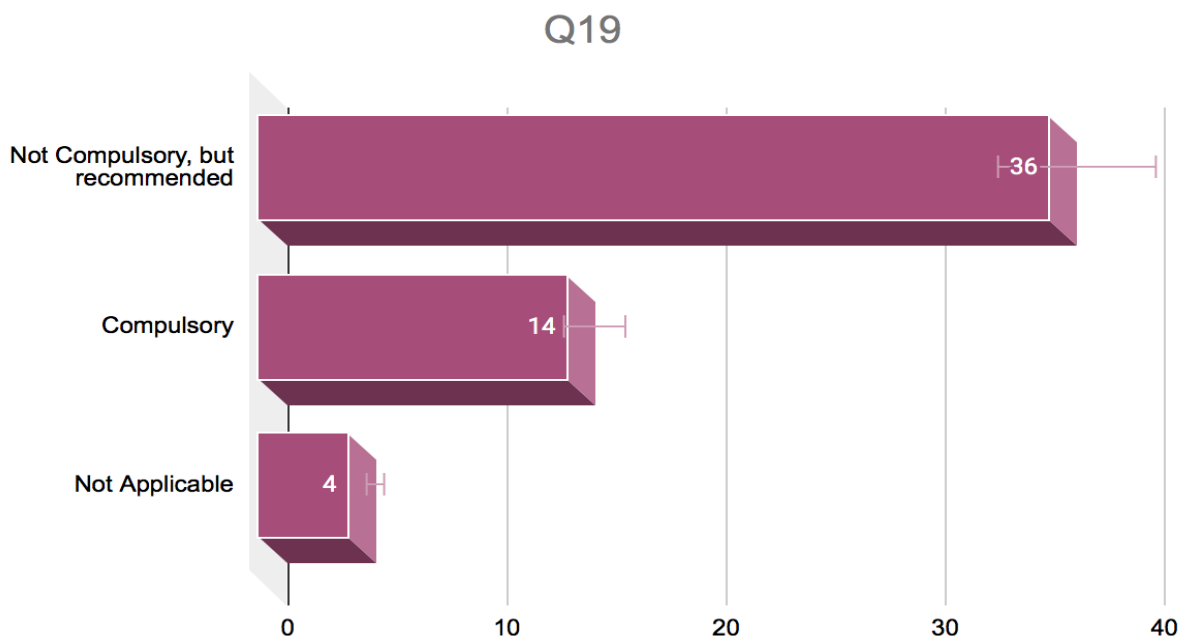
19. Does a competent authority in your country make it compulsory to participate in CPD activities every year?

Only 26% of the respondents stated that yearly CPD is compulsory, whilst 66% of the respondents stated that yearly CPD isn't compulsory, but recommended.

These results suggest that there may be a lack of institutional requirements for ongoing professional development among the respondents' schools.

However, despite the fact that yearly CPD is not compulsory for most of the respondents, but recommended, this suggests that there is a recognition of the value of ongoing professional development among the respondents, even if it is not a formal requirement.

Teachers can benefit from ongoing professional development by learning new techniques, reviewing old ones, and keeping up with the latest research and recommendations in their field. By making CPD compulsory, institutions can help ensure that their teachers are equipped with the skills and knowledge needed to provide high-quality instruction to their students.



20. In the past two school years, have you undertaken professional development?

Most of the respondents (43%) took part in online professional development training in the field of “Equipment-specific training e.g. whiteboard, iPad”; whilst 39% took part in “Other professional development opportunities related to innovative teaching”.

Regarding face-to-face training, the training/course that most of the respondents undertook was “Introductory ICT training (word,spreadsheet etc.) “; The use of social media in the classroom” and “Other professional development opportunities related to innovative teaching” with 15% respectively.

On average, these training courses were either 1-5 days long in duration or more than 5 days long with 43% responses respectively.

Overall, these survey results suggest that there is a strong interest among the respondents in professional development opportunities related to technology and innovative teaching methods. Institutions can better support their students' language learning needs and ensure that their teachers are equipped to deliver high-quality instruction by investing in such training opportunities.

Q20



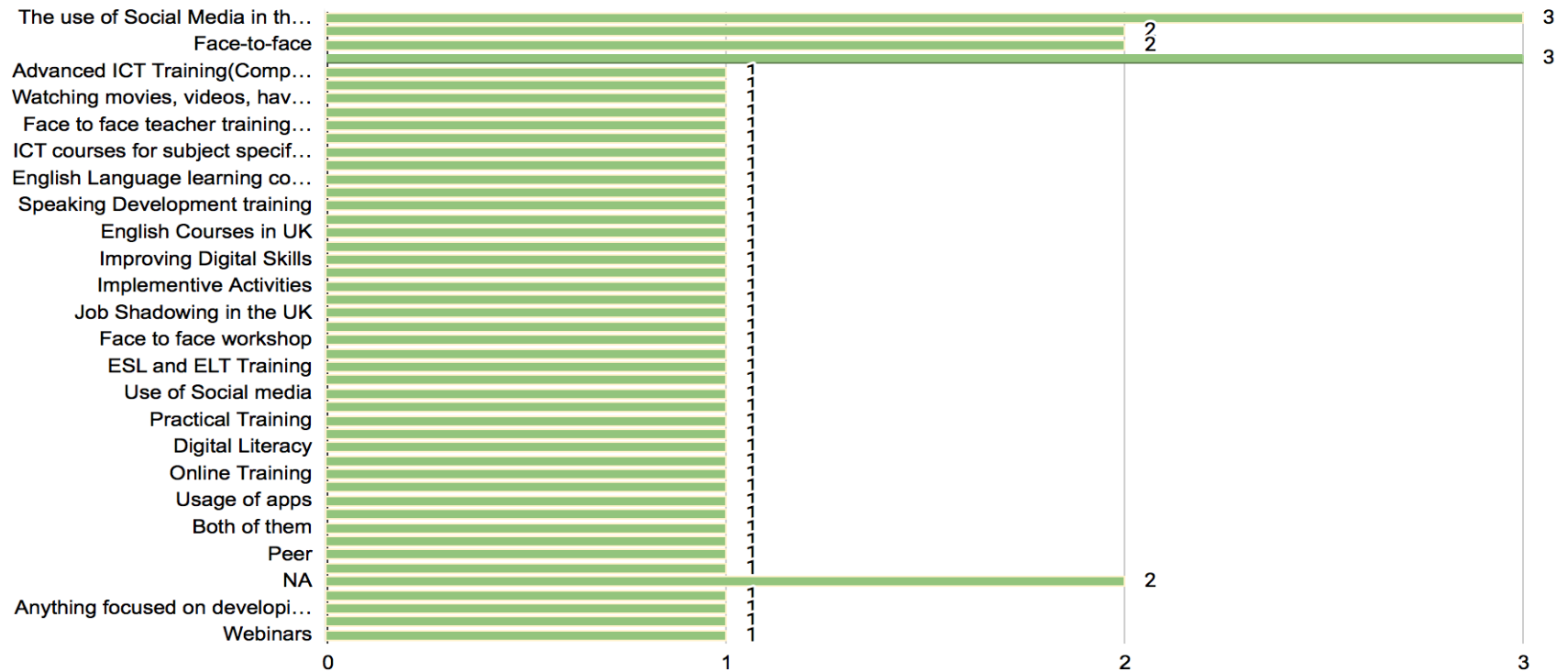
[See Annex VI for more detailed responses.](#)

21. What kind of training would you like to participate in, to enhance your English, CLIL teaching skills and knowledge and also your digital skills?

Out of the 54 respondents, a total of 18 would like to participate in digital skills related training such as web2.0 tools, 11 respondents stated English language related training including CLIL and pronunciation, whilst 6 of them mentioned various teaching methodologies. The rest of the respondents did not specify the topic of the training.

These survey results suggest that the respondents are interested in continuous professional development and acquiring new skills and knowledge related to language teaching. By providing training opportunities in these areas of interest, institutions can support their teachers' professional growth and development.

Q21



[See Annex VII for more detailed responses.](#)

The last question asked teachers whether they would like to receive English teaching resources, and if so, they had the option to provide their email addresses.

Out of the 54 respondents, only 1 expressed interest in receiving English teaching resources by providing their email address. This suggests that the majority of respondents either do not need additional teaching resources or prefer to seek them out on their own.

There could be several reasons for this:

- The respondents felt they already have access to enough resources, either through their institutions or through other means such as the internet.
- They felt that the resources provided may not be relevant to their teaching context or teaching style.
- It is also possible that the low response rate to this question may be due to concerns about privacy and unsolicited emails. Some respondents may prefer not to share their email addresses for fear of receiving spam or unwanted messages.

Annex I. Q5

5) Which of the following pedagogical approaches do you use in your English class? On average, how much time do you spend on them? Click as many as applies, the percentages refer to the average time you usually spend on a particular approach, thus these classroom methodologies are not additive, they are discrete and should not be amalgamated. As it is unlikely that in any one lesson a teacher would deploy all of the following methodologies.	0% of the lesson	25% of the lesson	50% of the lesson	75% of the lesson	100% of the lesson	TOTAL
[Traditional direct instruction (lessons are focused on the delivery of content by the teacher and the acquisition of content knowledge by the students)]	6	27	15	5	1	54
Project-/Problem-based learning (students are engaged in learning through the investigation of real-world problems).	8	28	13	5	0	54
Flipped classroom (students are introduced to new content outside of class, and work/discuss real life challenges during the class).	18	25	5	4	2	54
Inquiry-Based Learning (students design and conduct their own scientific investigations).	20	22	7	3	2	54
Teaching with activities/experiments –CLIL methods (experiments are used in the classroom to explain the subject matter).	30	10	9	4	1	54
Collaborative learning (students work together on activities or learning tasks with their peers or with their teachers and peers).	5	25	13	7	4	54
Peer teaching (students are provided with opportunities to teach other students).	14	24	9	7	0	54
Personalised learning (teaching and learning are tailored to meet students' individual interests and aspirations as well as their learning needs).	12	21	14	5	2	54
Differentiated instruction (classroom activities are designed to address a range of learning styles, abilities and readiness).	8	22	12	9	3	54
Integrated learning (learning brings together content and skills from more than one subject area).	10	22	14	7	1	54
Game based learning (students work on quests to accomplish a specific learning objective by choosing actions and experimenting along the way. As students make certain progress or achievements, they can earn badges and experience points.	20	19	8	5	2	54
Summative assessment (student learning is evaluated at the end of an instructional unit and compared against a benchmark or standard).	13	20	11	7	3	54
Formative assessment, including self-assessment (student learning is constantly monitored and ongoing feedback is provided; students are provided with opportunities to reflect on their own learning).	12	18	6	10	8	54

Annex II. Q8

8) Please list 3 of your favourite online tools/apps/platforms that you use in your English class:	
Agenda Web	1
Animoto	1
BBC learning english	2
British council	3
Britannica	1
Canva	1
ChatterPix	1
Cisco	1
Course books	1
Cram	1
Demet hoca	1
Cambridge itools	1
EBA	2
Educandy	1
Express Itools	3
Fellows	1
Google	4
Google docs	2
Google Forms	1
Google Mail	1
Google meet	4
Google Suite	1
Google Maps	1
Isl Collective	2
Jamboard	1
Jeopardylabs	1
Kahoot	20
Keynote	1
Learning App	1
Learning Lyric	1

Linoit	1
Liveworksheets	9
Mentimeter	2
Microsoft Teams	3
My word wall	1
My Learning Apps	1
National Geographic learning	1
Oxford Dictionary	1
Padlet	4
Pinterest	1
Powerpoint	4
Quizlet	3
Quizizz	7
Readworks	1
School's VLE	1
Smart Board	1
TED ED	2
Test-English	1
The Guardian	1
Tureng	1
Tutto inglese	1
Vonscreen	1
Web2 tools	1
WeSchool	2
Whats App	3
Wordwall	4
Worksheets	1
YDS Digital	2
Youtube	8
Zoom	12

Annex III. Q9

9) Please list 3 of your favourite online summative e-assessment tools/apps. If not applicable, please type N/A:	
Activeclassroom	1
Adobe Spark	1
Answer	1
Garden	1
Google Forms	3
Google	2
Kahoot	13
Learning App	1
Liveworksheets	2
Mentimeter	3
Microsoft Forms	4
Midterm or Exam	3
Moduli,	1
N/A	25
Not Summative Tool	1
Online Test	1
Padlet	1
Peek deck	1
Poll everywhere	1
Questbase	1
Quiz	2
Quizlet	1
Quizzes on VLE	2
Quizizz	6
Socrative	3
Teams for S/L assessments	1
Test	1
Voscreen	1

Annex IV. Q15

15) Which methods of second language acquisition do you use in your classroom?	TOTAL
Communicative Language Teaching (CLT), where the aim of learning is not to 'learn language' but to 'learn how to communicate'	28
Task-based language teaching, the aim of language teaching is not to get learners to demonstrate language knowledge or display a mastery of grammatical rules, but to give them opportunities to engage in meaning-oriented language use in the form of tasks	13
Content and Language Integrated Language Learning (CLIL) where curricular content is taught in the medium of the language being learned.	10
Other	3
TOTAL	54

Annex V. Q 17

17) Which national and/or international English language education projects resources do you subscribe to? If not applicable, please type N/A:	
WA	TOTAL
N/A	31
Question left blank	6
Erasmus e twinning	1
English	1
Turkish and English	1
eTwinning, Oxford Publisher resources	1
British Council. Isl Collective	1
Liveworksheet	1
English language and usage, many International FB Groups for English Teachers	1
Oxford university Press	1
https://e-learn.mon.bg/	1
Eramus plus	1
No	1
YDS	1
UK	1
BBC Learning, Cambridge Learning, YDS	1
EBA	2
e-Twinning, Erasmus	1
	54

Annex VI. Q20

20) In the past two school years, have you undertaken professional development? Please also indicate the mode of delivery and the time spent on the training.	[Introductory ICT training (word, spreadsheet etc.)]	[Advanced ICT training (complex databases, virtual learning environments etc.)]	[Advanced web focused courses (creating websites, video conferencing etc.)]	[Equipment-specific training (interactive whiteboard, laptop, etc.)]	[Courses on the pedagogical use of ICT in teaching and learning]	[Subject-specific training on learning applications (tutorials, simulations, etc.)]	[The use of Social media in the classroom]	[Other professional development opportunities related to innovative teaching]
Online	19	14	14	23	19	19	19	21
Face-to-face	8	2	4	5	7	3	8	8
Online/Face-to-face	2	3	0	0	1	0	0	
Online, Less than 1 day	0	0	0	0	2	1	0	1
Online, 1-5 days	1	1	2	0	0	0	1	0
Online, More than 5 days	0	0	1	0	1	0	0	0
Online, Not Applicable	0	0	2	1	0	0	0	0
Face-to-face, Less than 1 day	1	1	0	1	1	0	0	0
Face-to-face, 1-5 days	0	0	0	1	1	0	0	1
Face-to-face, More than 5 days	2	0	0	1	0	0	0	1
Face-to-face, Not applicable	0	0	0	0	0	0	0	0
Less than 1 day	1	5	1	2	4	2	3	2
1-5 days	3	1	2	2	1	1	0	4
More than 5 days	2	1	2	1	2	2	3	3
Not Applicable	15	25	26	1	15	26	20	13
Online, Face to face, 1-5 days with TESOL 50+4=54	0	1	0	16	0	0	0	0
TOTAL	54	54	54	54	54	54	54	54

Annex VII. Q21

21) What kind of training would you like to participate in, to enhance your English, CLIL teaching skills and knowledge and also your digital skills?	TOTAL
The use of Social Media in the classroom	3
Online Courses	2
Face-to-face	2
Online	2
Advanced ICT Training(Complex database, Virtual learning environments etc.)	1
Other professional development opportunities related to innovative teachings	1
Watching movies, videos, have conversation with natives	1
I would like to participate webinars about web2.0 tools	1
Face to face teacher training courses in England	1
Pedagogical use of ICT in teaching and learning	1
ICT courses for subject specific learning	1
I would like to learn about digital content	1
English Language learning courses	1
Digital skill in the classroom	1
Speaking Development training	1
face to face sharing apps	1
English Courses in UK	1
Using a tool. Web2 tools	1
Improving Digital Skills	1
Workshop on techniques	1
Implementive Activities	1
CLIL and digital Skills	1
Job Shadowing in the UK	1
training on soft skills	1

Face to face workshop	1
All kind of trainings	1
ESL and ELT Training	1
CLIL teaching skills	1
Use of Social media	1
A Camp for teachers	1
Practical Training	1
Advance Teaching	1
Digital Literacy	1
English Culture	1
Online Training	1
Online Webinars	1
Usage of apps	1
Face to face	1
Both of them	1
Talking	1
Online	1
Peer	1
PBL	1
NA	2
M	1
Anything focused on developing receptive skills (listening + reading)	1
making online lessons more interactive; teaching writing online	1
Webinars	1
	54