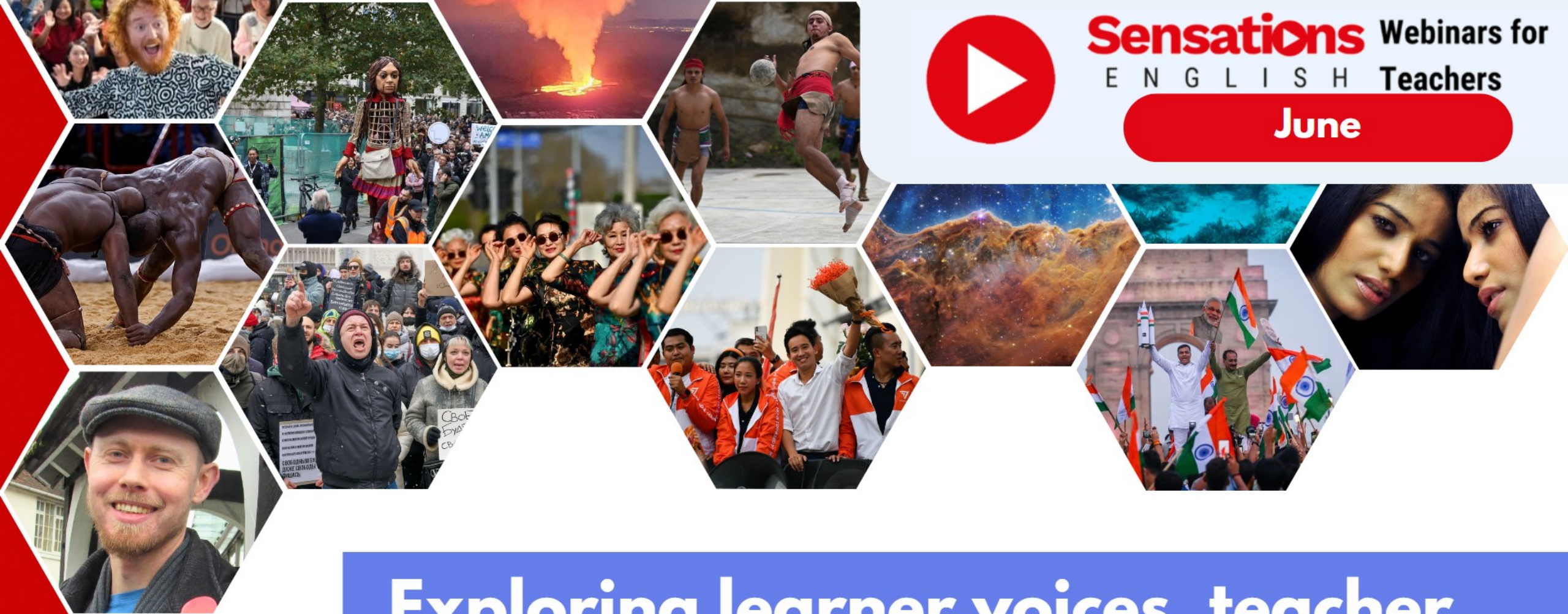




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E N G L I S H Teachers

June



Adam Scott
Education
Director

Exploring learner voices, teacher emotions and authentic materials in ELT critical incidents

All attendees will receive a certificate of attendance via email link 24 hours after the webinar









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Webinars for teachers

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Exploring learner voices,
teacher emotions and
authentic materials in
ELT critical incidents



Adam Scott

Education Director
Sensations English

We'll explore how to:

- Expand opportunities to develop learners' L2 voices
- Consider teacher emotions as part of teacher development
- Create safe environments for learning with authentic materials



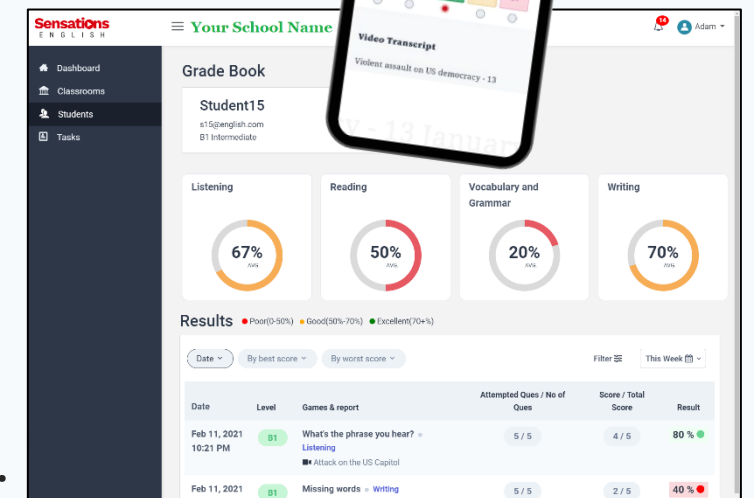
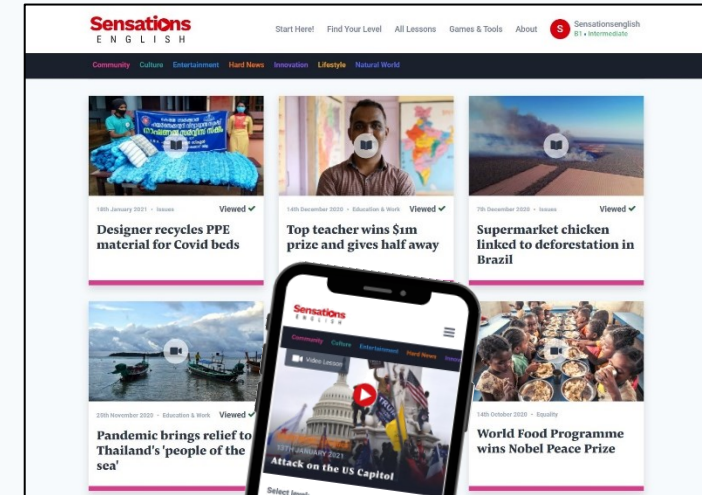
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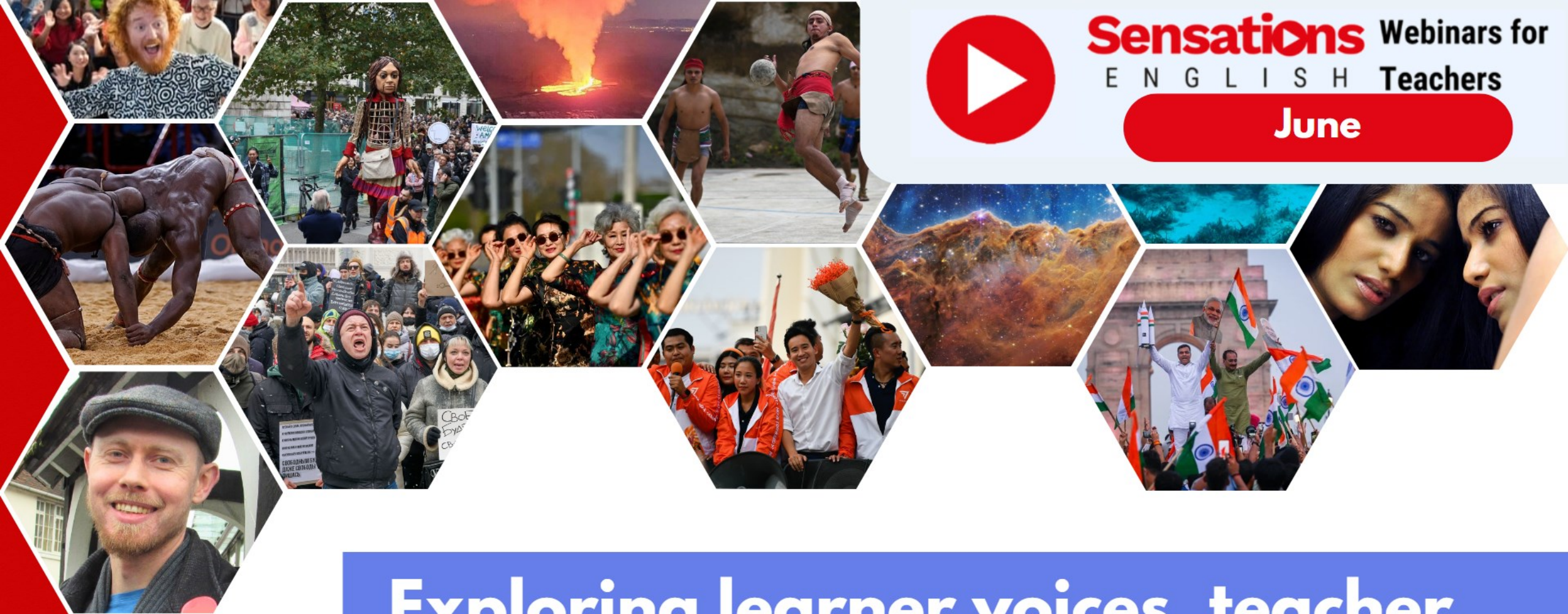
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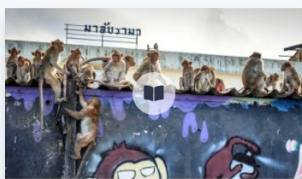
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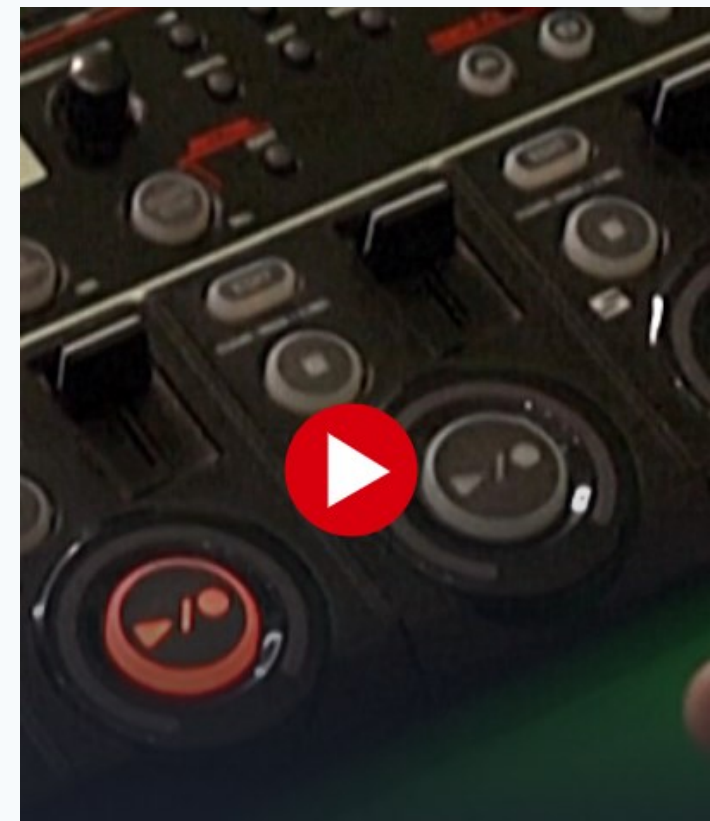
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Review of some premises
Challenges to these issues
So how can we help?



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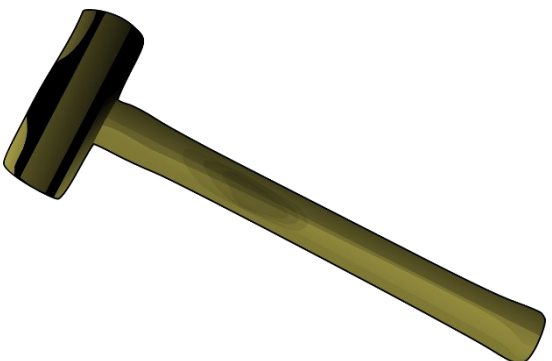
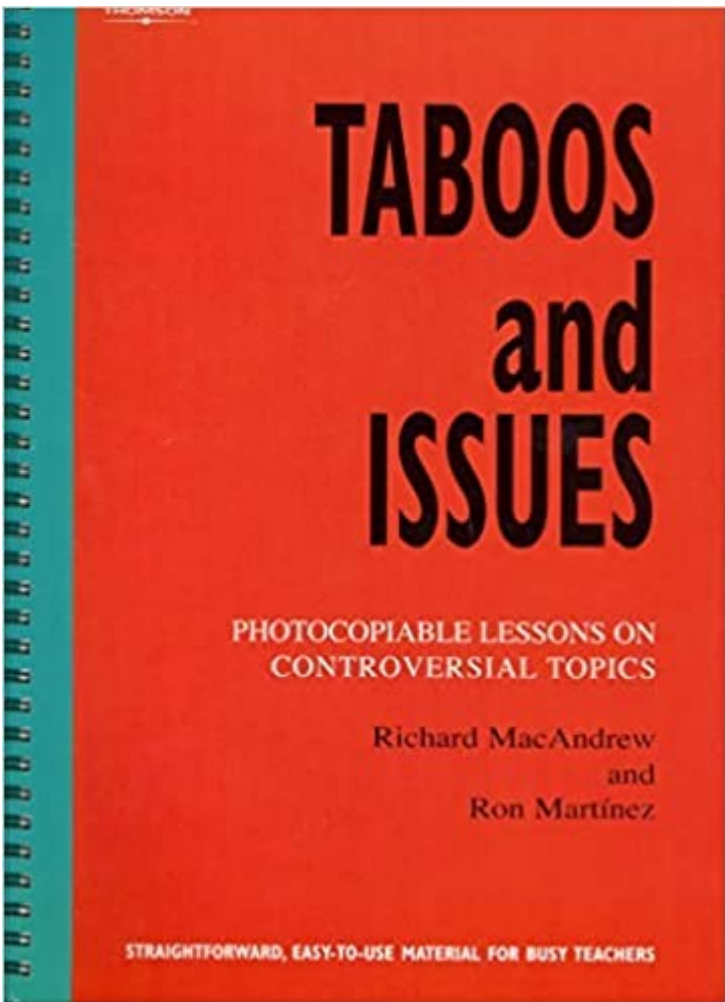


But first ... share an idea about teaching

Explain how you **currently** think and feel about your role as a teacher **using a metaphor.**

Write your idea in the chat box







Developing learners' voices

Classroom
environment

Issue-based
content

Safe

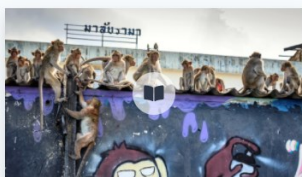
Challenges

Teachers avoid the
challenges to keep
the classroom
environment safe



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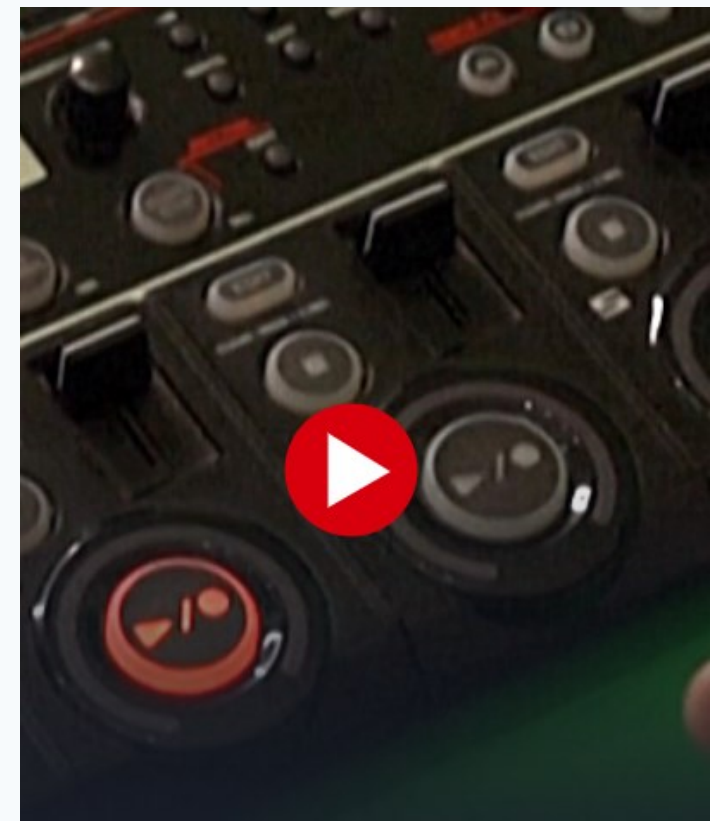
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**A quick review of premises:
Why authentic materials,
learner voices,
teacher emotions and
critical incidents **are good.****



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Some key premises

Use of authentic materials

- increases engagement, interest
- connection to learners' own experience

A focus on learner voices

- values students as people
- supports expression of views

The impacts of critical incidents

- as specific learning moments
- influence on future actions
- need unpacking

Teacher emotions (and teaching's emotional labour)

- valuable for engaging with
 - authentic materials
 - learner voices
 - critical incidents.



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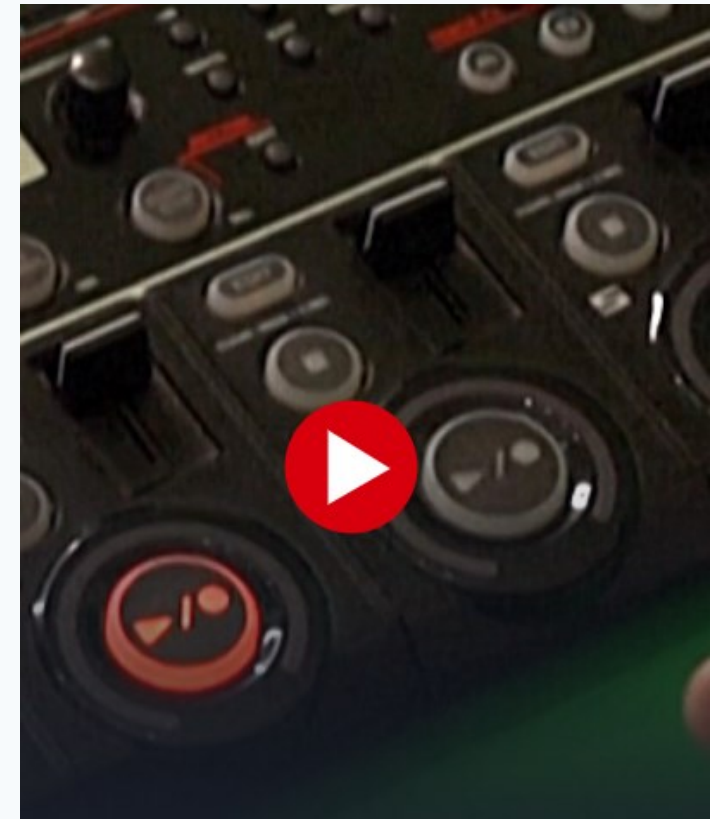
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Challenges to the value of these features



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Some common issues or beliefs

Use of authentic materials

- contain bias or prejudice
- challenge raises learner anxiety
- inappropriate for classes

A focus on learner voices

- leads to conflict in class
- concern about complaints
- risks to relationships

The impact of critical incidents

- a focus on negative experiences
- avoiding bad experiences in future
- lack of help to reflect

Teacher emotions (and teaching's emotional labour)

- seen as problematic
- 'good' vs 'bad' emotions
- 'strong folks' image





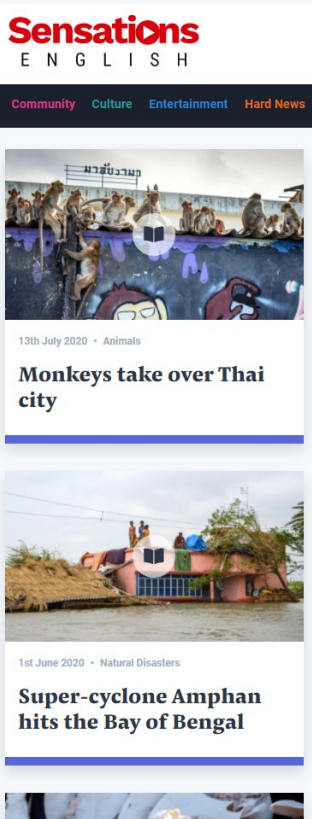
Concerns and opportunities

☹️ Broaching challenging topics, using authentic materials and handling diverse viewpoints can be **daunting**.

☹️ Doing so presents risks for teachers – **threats** to and **loss** of things we value e.g., classroom relationships and professional roles.

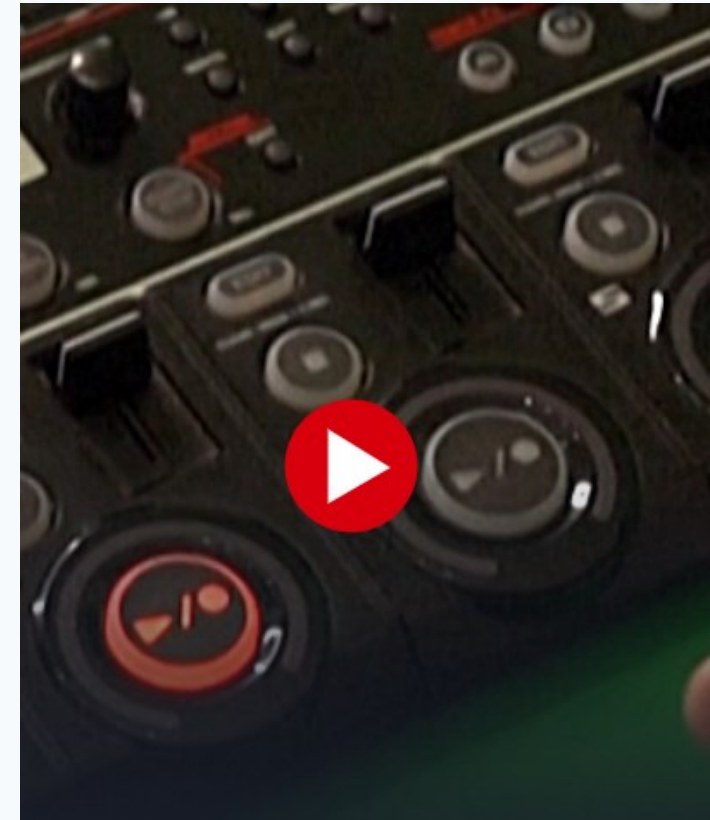
😊 Adding this dimension to the familiar "anticipated problems and solutions" in lesson-planning encourages **anticipatory reflection**.

😊 Anticipating emotional experiences and **benefitting from difficult emotions** experienced through unsuccessful teaching moments.



So how can we help?

First let's understand these emotions





Emmy van Deurzen's Compass of Emotions

Exhilaration, happiness, high/tension



take

fight

freeze

flight

Low/release, despondency, depression, sadness



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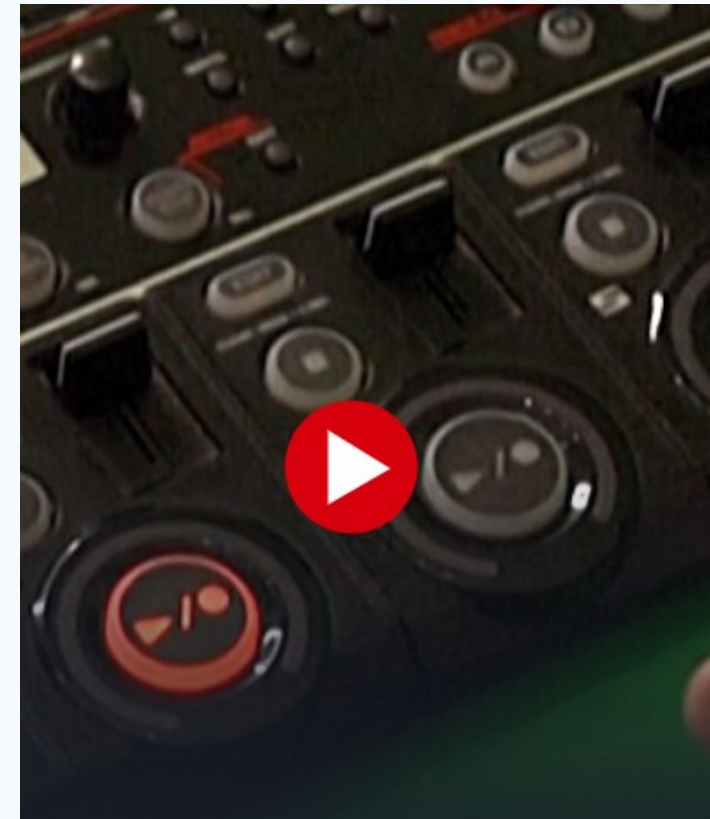
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**Next, let's
understand
critical incidents**



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Approaching critical incidents

powerful, personal insights to scaffold ...

- teacher development
- reflective classroom learning

Recognise and value

positive experiences

helpful teacher emotions

thoughts as we encounter these situations

negative experiences

unhelpful teacher emotions

thoughts as we reflect on these situations



Reflecting on emotions in critical incidents

How (and how much) do you consider:

1. Students' opinions and lived experiences

2. Diversity within and beyond the classroom

3. Your teacher emotions in your professional development

4. Constructing a safe environment for developing learner voices



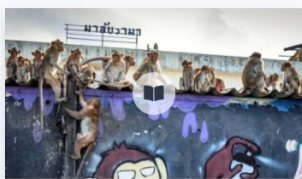
My answers

- 1. I always try to - thinking about who my learners are and what they are going through.
- 2. Generally - I try to invite different ideas on situations and contexts to explore a variety of perspectives and realities
- 3. I self-reflect and self assess - I can get anxious so for me that's a key thing to see how it influences my teaching and the results
- 4. Yes, finding resources that take important topics away from students' own personal lives and put them in other contexts, which they can speak about without sharing their own story.



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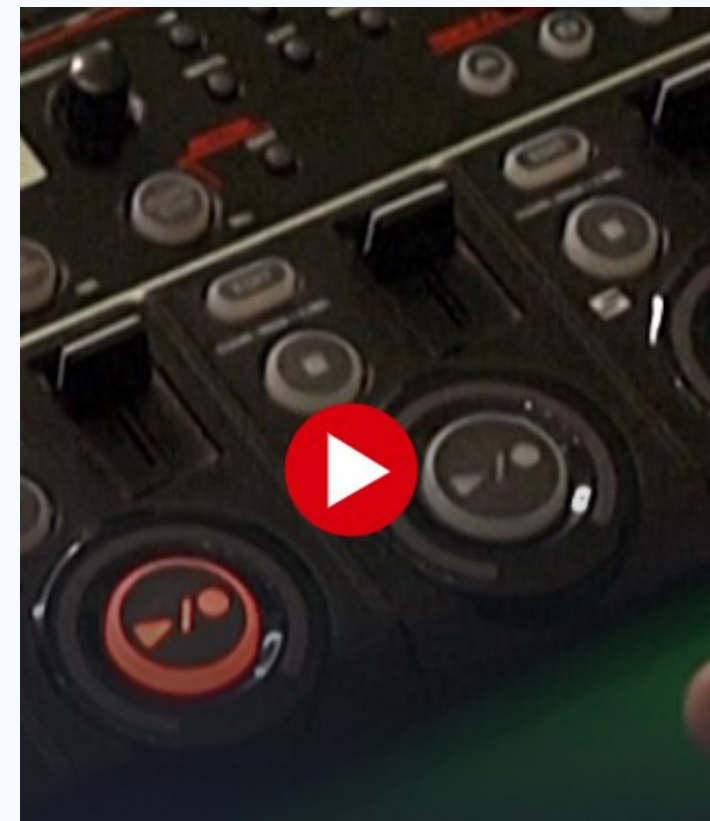
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**So, how do we
develop learners'
voices safely but
effectively?**



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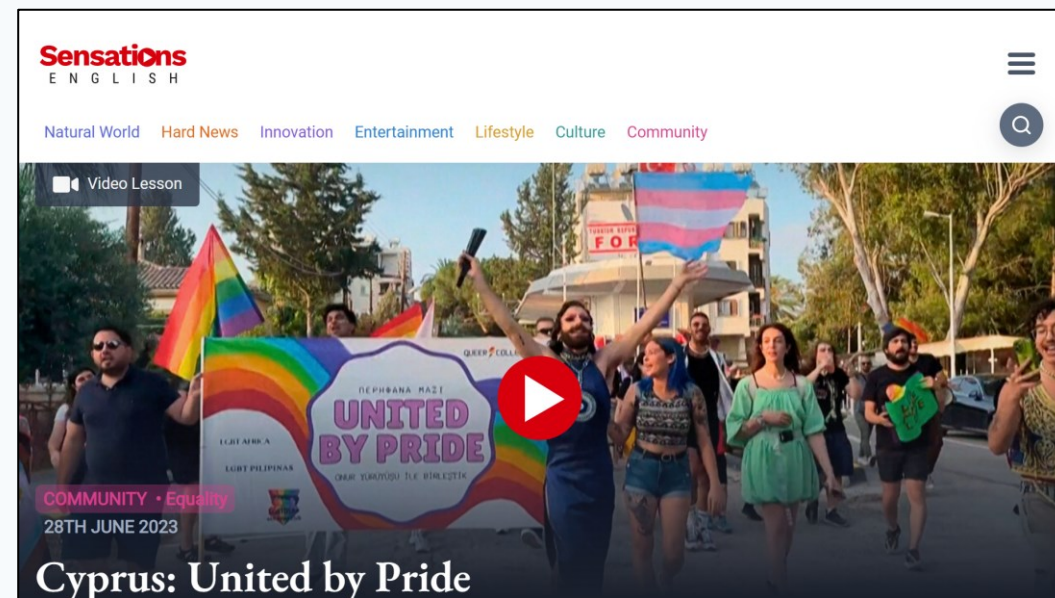
Key considerations

Presenting language and global issues in supportive contexts

Using these to create opportunities for learners' voices to come through

Inclusive, intersectional news-based resources can offer such a safe environment

Finding content which value students' lives, classroom and wider diversity





Language and skills development

Language
and
skills
develop-
ment

Topical
and
meaningful

Learning
content

Enhanced
uptake
and output

“[Students] were engaged with the material and managed to use the language well in follow-up activities.”



Connecting with learners



Learners' concerns

Learners' lived experience

Accessible, news-based content ...

- Has a person-centred focus
- Gives examples of universals
- Connects to our life experience
- Finds equivalents in our world
- Encourages developing of schema



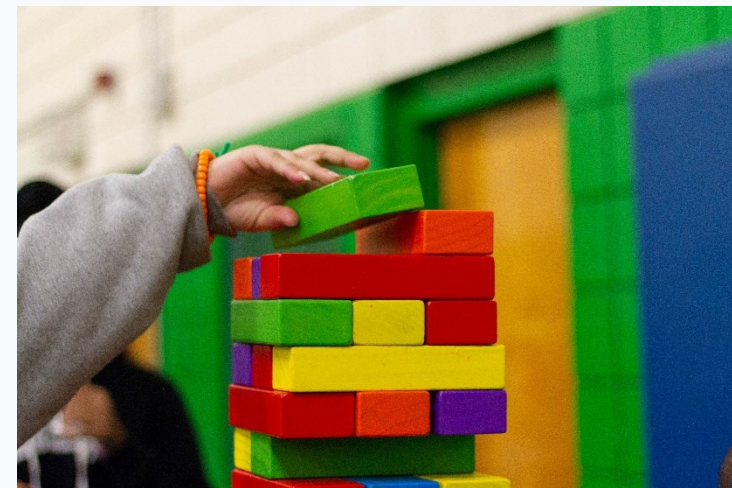
Developing learners' voices needs ...

Learning based on real world concerns and lived experience

Authentic materials which approach topics sensitively and reflect helpful emotions and values

Harnessing of teacher emotions and their insights

Reflection on critical incidents



Watch the following report and decide how you could apply these ideas in your class.

Share ideas in the chat.



How could you use this report?

<https://resources.sensationsenglish.com/video/YRd7rg/1>



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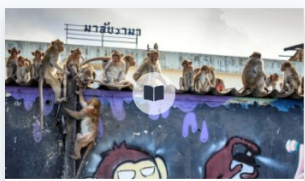
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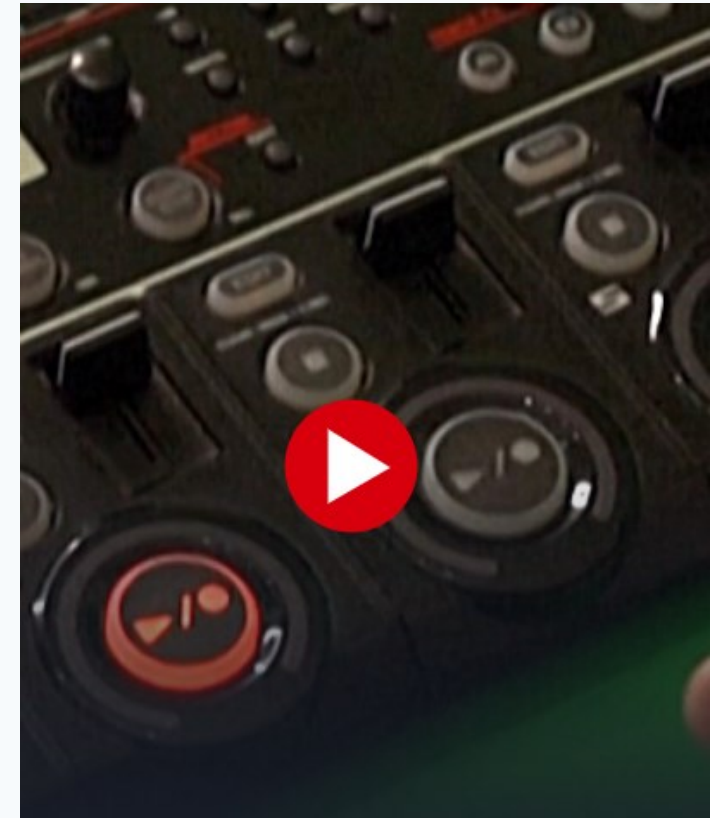
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Summary



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Providing safe opportunities





Summary

Use authentic materials as safe contexts

Focus on learner voices

Reflect on learning moments as critical incidents

Value teacher emotions and emotional labour

Understand and develop thoughtful responses to unhelpful emotions

Reflect on and value emotions in critical incidents



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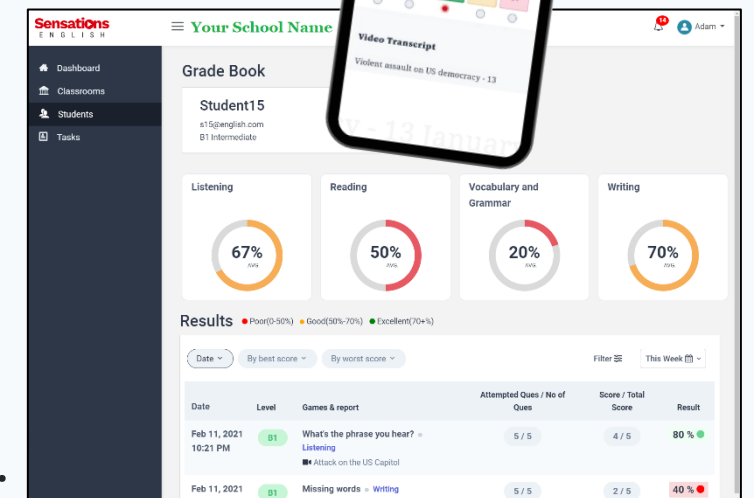
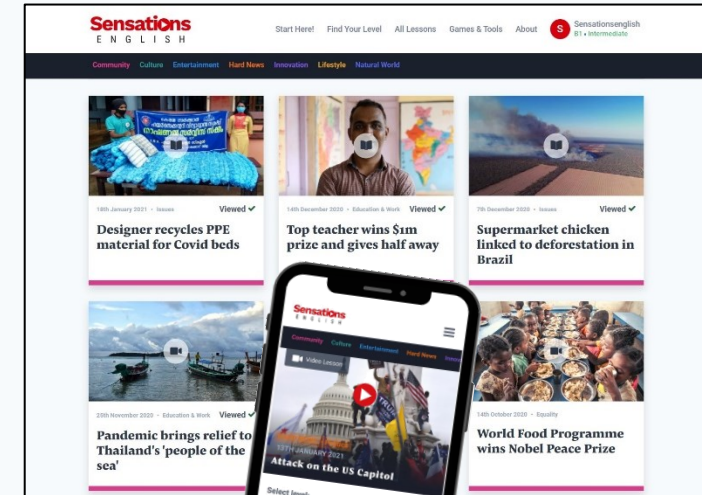
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