

What they don't teach you on the CELTA

An English language teacher's survival guide

Speaker: Iryna Avalishvili (CELTA-S, TKT, CELTA, DELTA)



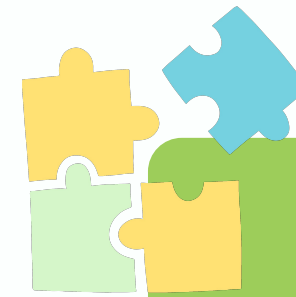
Today, we are going to...



look at
teacher
motivation
and wellbeing



examine issues
affecting teacher
motivation and
wellbeing



discover
strategies for
effective and
rewarding teacher
practices

What are the challenges teachers face
in their profession?



*Rank the following challenges based on their
impact your motivation as a teacher*



- *Time management*
- *Emotional and mental health*
- *Lack of opportunities for professional
development*
- *Student behavior and engagement*
- *Lack of peer support and collaboration*
 - *Work-life balance*

what is wellbeing?

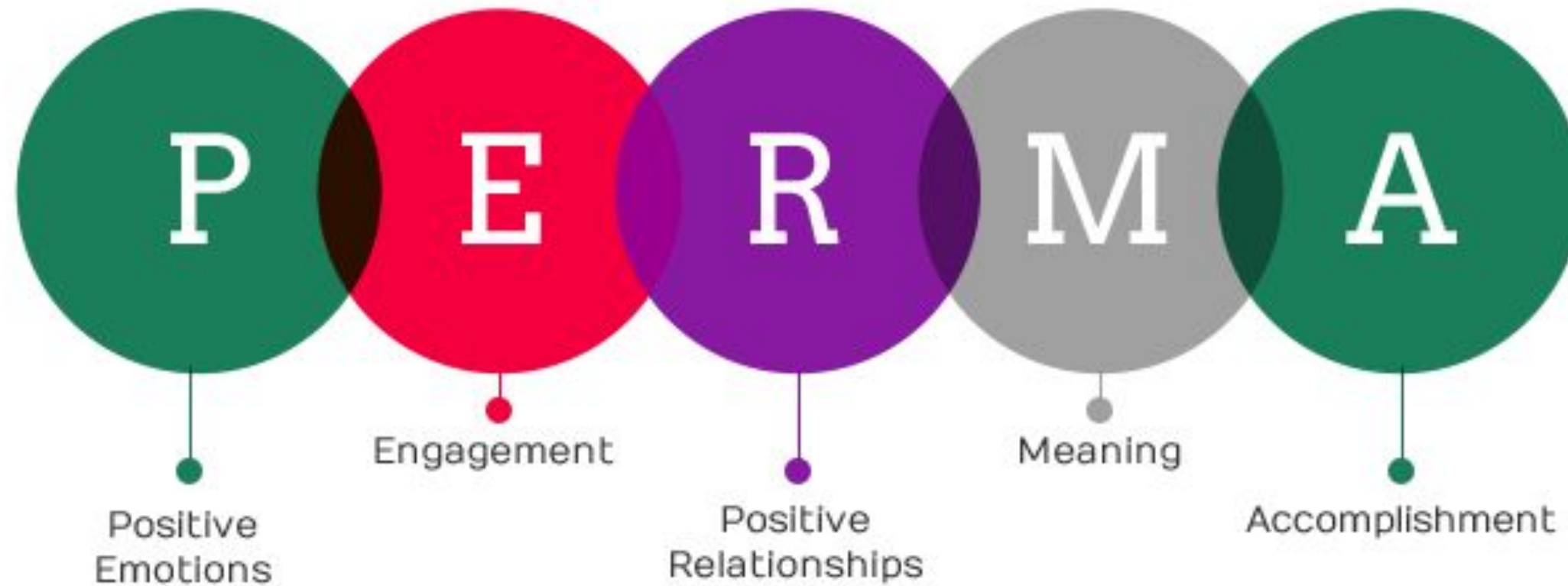


- *‘the presence of positive emotions, a lack of negative emotions, and a sense of overall satisfaction’*
- *a skill that we can learn, develop and strengthen*
- *shifting the focus from deficits to positivity*

what is wellbeing?



Introducing a New Theory of Well-Being



17
strategies



Strategy 1: Reconnect with your joys and passions

P

Positive emotions



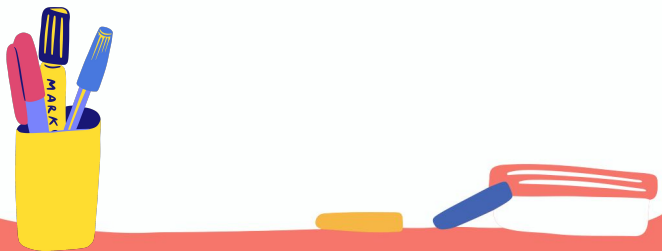
- *to practice gratitude;*
- *to collect 'good things' about your job;*
- *find rewarding aspects.*



Strategy 1: Reconnect with your joys and passions

P

Positive emotions



- *to practice gratitude;*
- *to collect 'good things' about your job;*
- *find rewarding aspects.*

What do you love about being a language teacher?



Strategy 2: Create a positivity Portfolio or memory wall

P

Positive emotions

- *special moments with your students;*
 - *cards with wishes*
 - *photos from your lessons*
 - *memories with your colleagues*
- *display them on your desk or in the teacher's room*



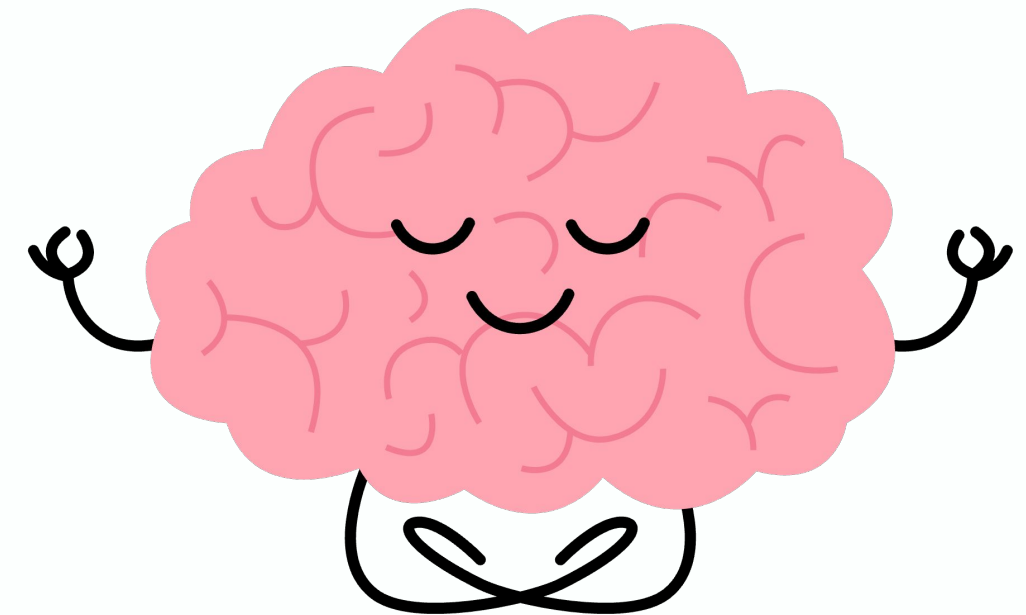
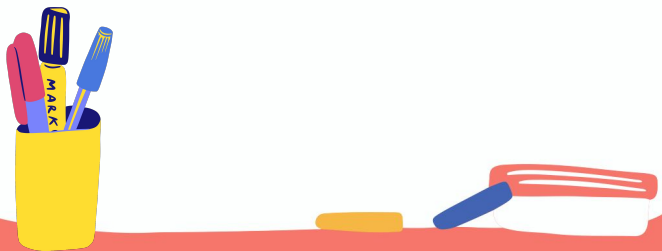
Strategy 3: Practice mindfulness

‘a particular state of consciousness that involves awareness and acceptance of whatever is happening in the present moment’ (p.1)

How?

P

Positive emotions

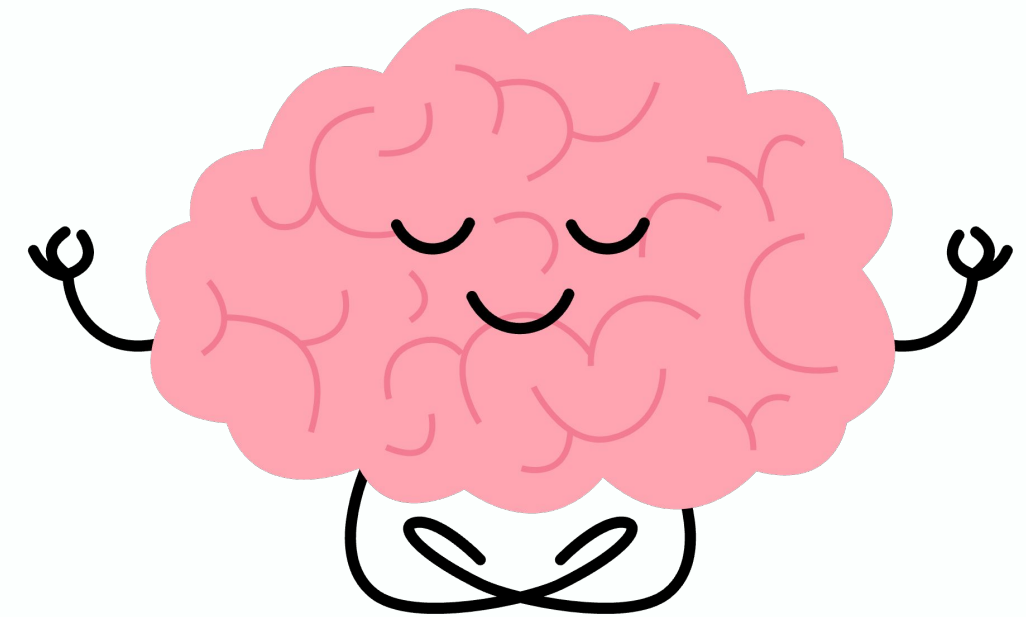


Strategy 3: Practice mindfulness

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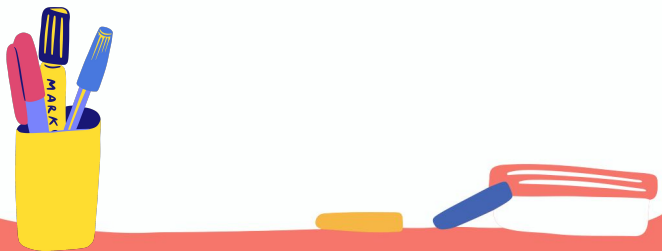
How?

- 1. Before you enter the class, ask yourself ‘What do I expect from this lesson?’*
- 2. During the break, close your eyes and slow down for a moment.*
- 3. Take deep breaths*
- 4. Practice ‘savouring’ technique*
- 5. Capture special moments*



P

Positive emotions



Strategy 4: Taking time-off

P

Positive emotions



1. *Let the subconscious do the work*
2. *Eureka moments*
3. *Engage with your hobbies and interests*
4. *Fill your cup*
5. *Setting boundaries*



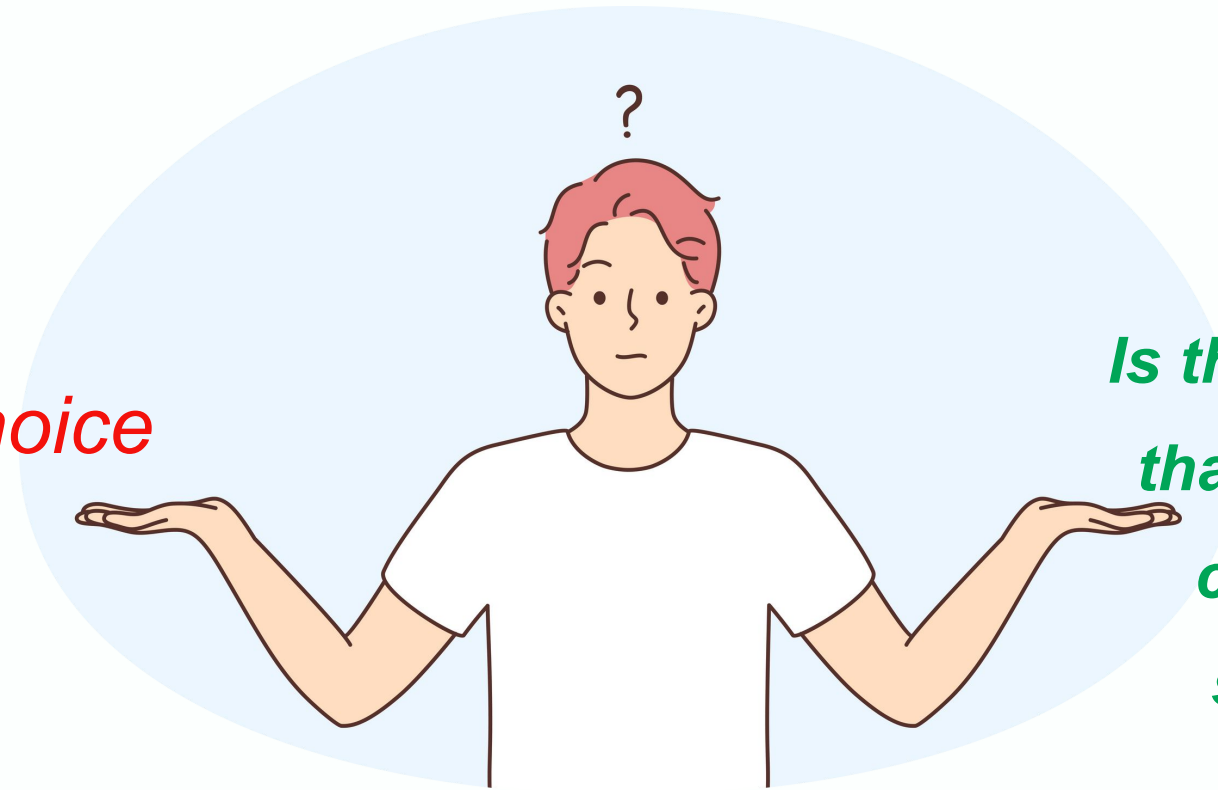
Strategy 5: Managing teacher anxiety

P

Positive emotions



I have no choice

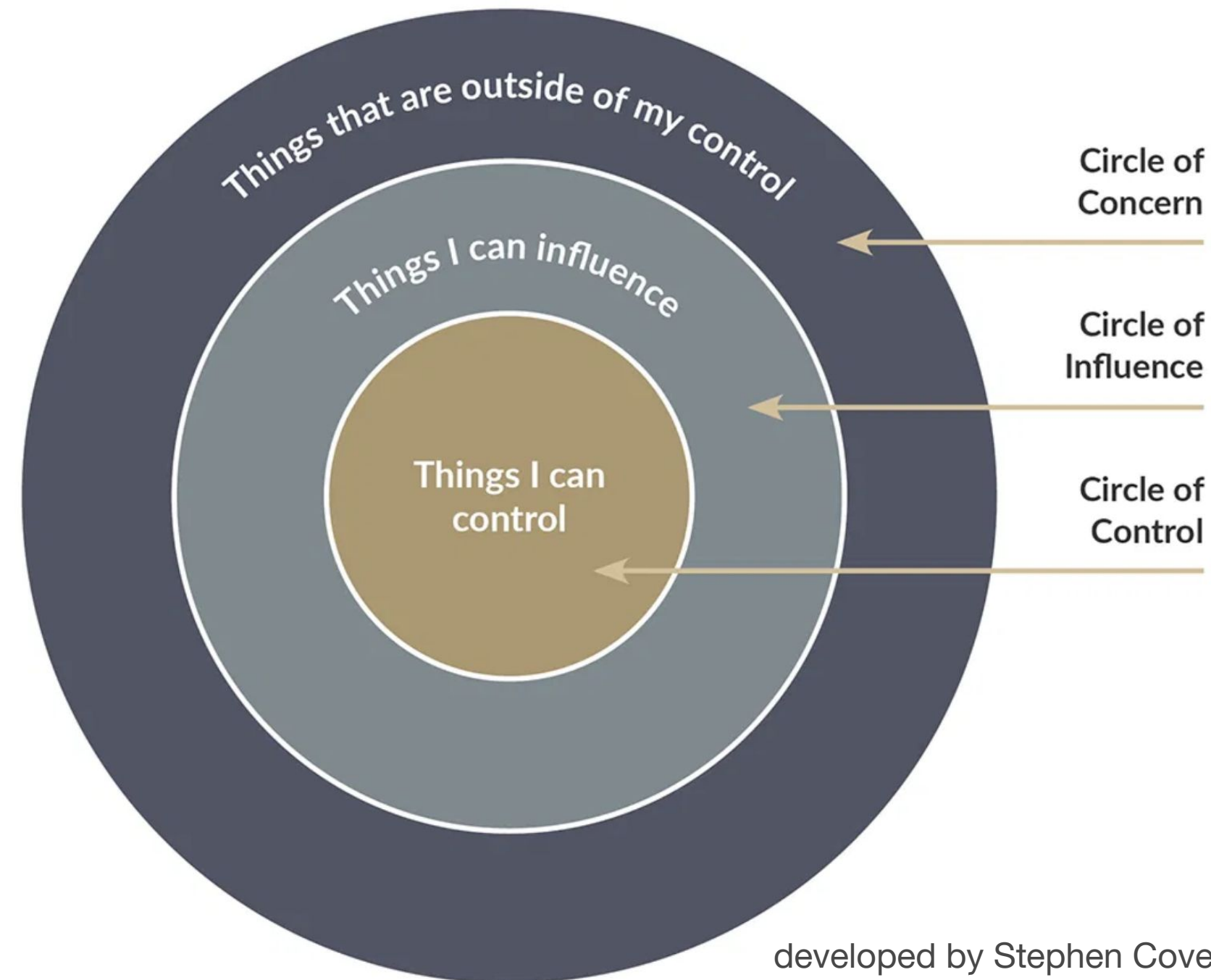


*Is there anything
that I can do to
change the
situation?*

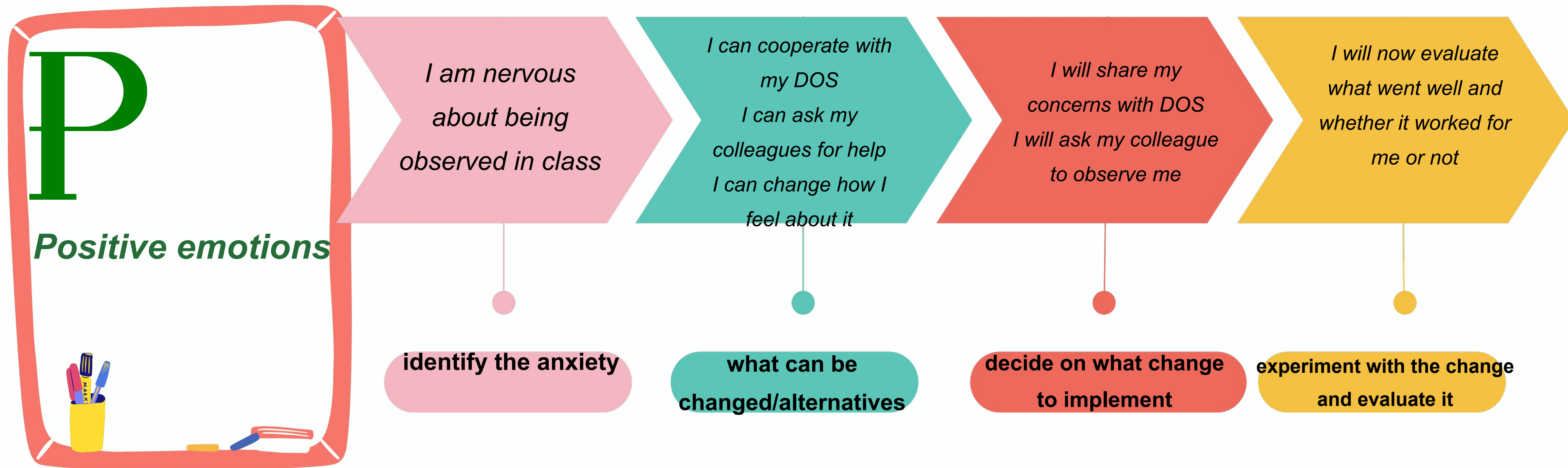
Strategy 5: Managing teacher anxiety

P

Positive emotions



Strategy 5: Managing teacher anxiety



Strategy 5: Managing teacher anxiety

P

Positive emotions



*I am nervous
about being
observed in class*

identify the anxiety

*practice
self-compassion*

*I can cooperate with
my DOS
I can ask my
colleagues for help
I can change how I
feel about it*

**what can be
changed/alternatives**

*challenge irrational
thoughts*

*I will share my
concerns with DOS
I will ask my colleague
to observe me*

**decide on what change
to implement**

avoid perfectionism

*I will now evaluate
what went well and
whether it worked for
me or not*

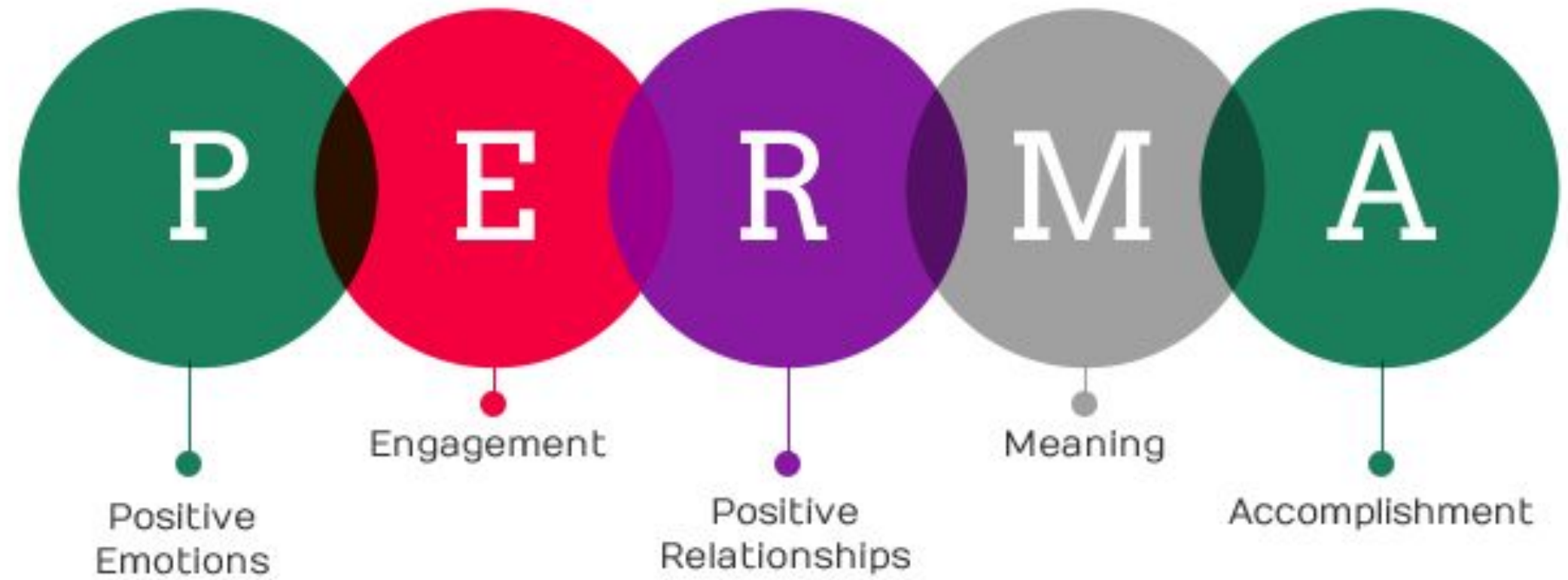
**experiment with the change
and evaluate it**

E

Engagement



Introducing a New Theory of Well-Being



Strategy 6: Find your flow and strengths

*“The best moments in our lives are not the passive, receptive, relaxing times . . . The best moments usually occur if a person’s body or mind is **stretched to its limits** in a **voluntary effort** to accomplish **something difficult and worthwhile**”*
(Csikszentmihalyi, 1990).



E

Engagement

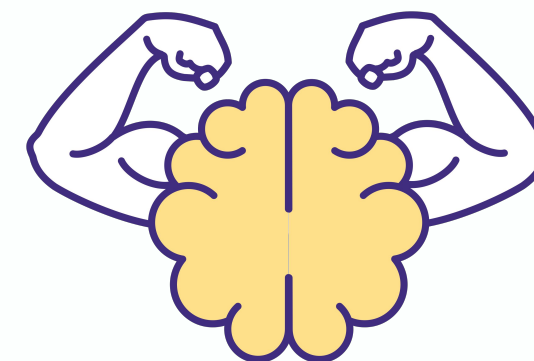


Strategy 6: Find your flow and strengths

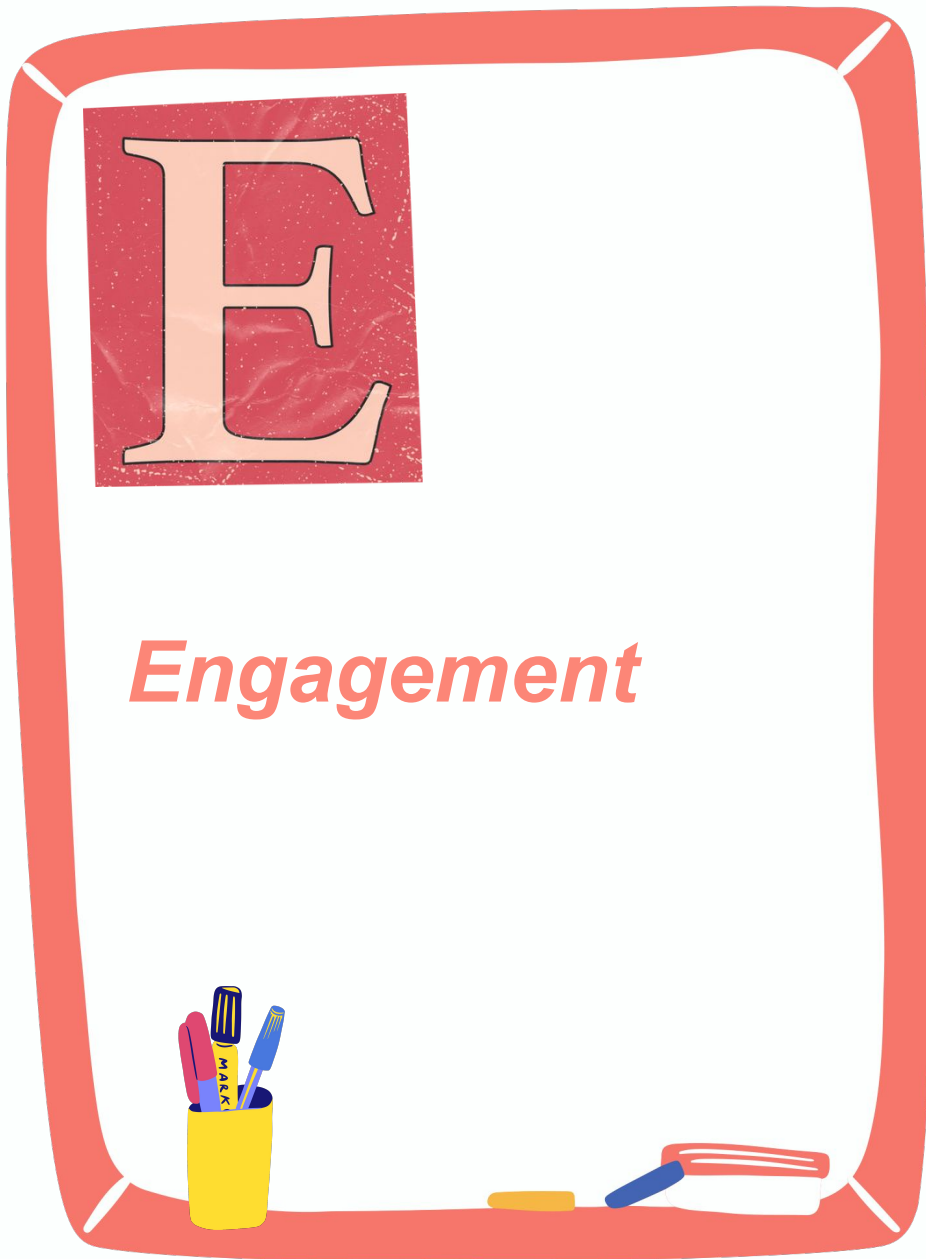
enjoyable and aligned with your goals

adequate challenge

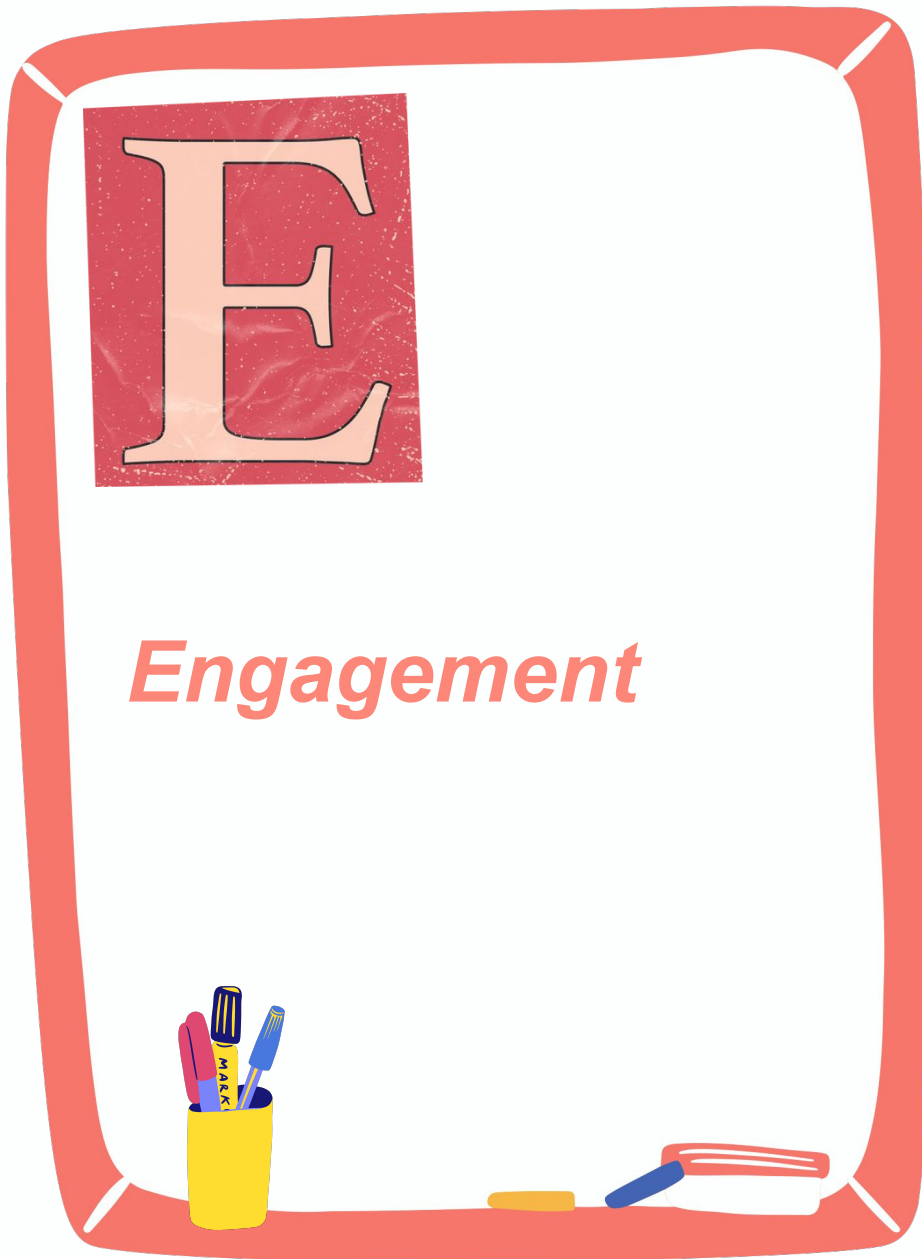
sufficient skill



***Identify
your
strengths***



Strategy 6: Find your flow and strengths



1. *Take the survey;*
2. *Get the results of your top and least dominant strengths;*
3. *Focus on top 3 or 5 and think how you can use them in teaching.*

<https://www.viacharacter.org/account/register>

The VIA Character Strengths Survey

Get to know your greatest strengths.

Why take the survey?

The VIA Survey is the only free, scientific survey of character strengths in the world. Take this simple, 10 minute character test and discover your greatest strengths. Research shows that knowing and using your character strengths can help you:

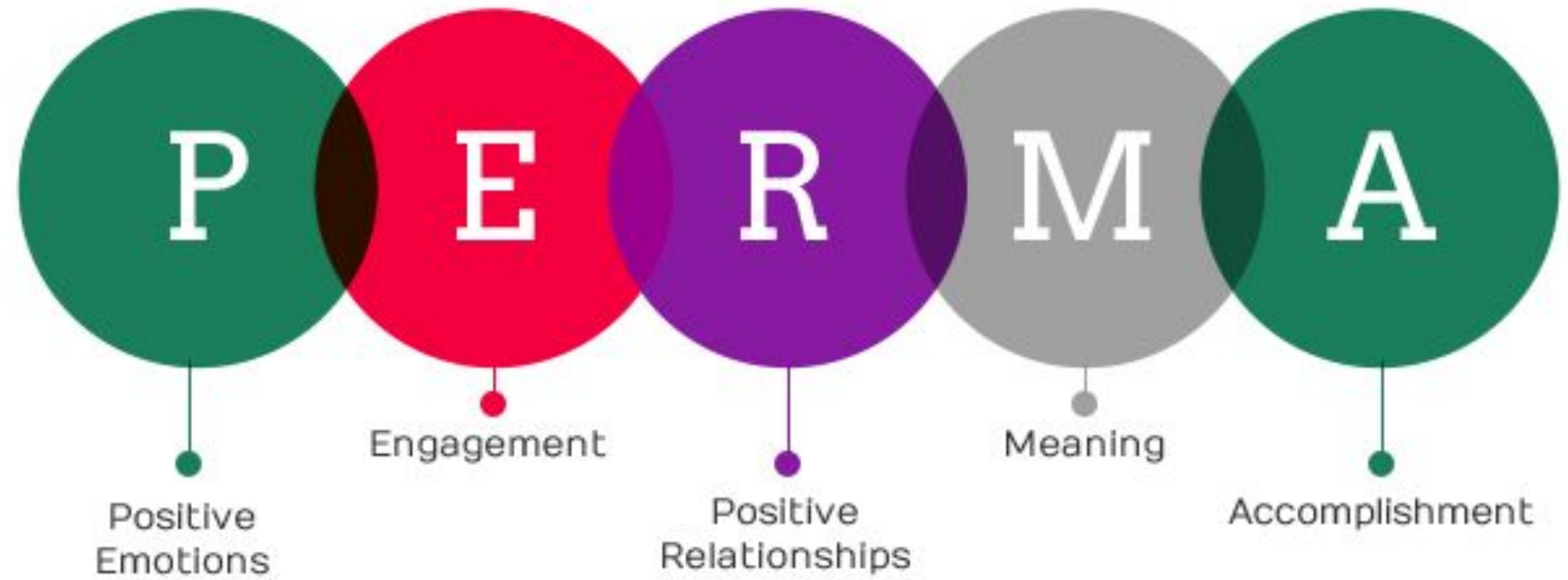
- ✓ Increase happiness and well-being
- ✓ Find meaning and purpose
- ✓ Boost relationships
- ✓ Manage stress and health
- ✓ Accomplish goals

R

Positive relationships



Introducing a New Theory of Well-Being



Strategy 7: Grow your community

*Humans are inherently social creatures (Seligman,
2012)*

R

Positive relationships



1. *Build relationships in your workplace.*
2. *Connect with your colleagues on a personal level.*
3. *Find study-buddy.*
4. *If you are a more experienced teacher, offer help and guidance to others.*
5. *Lead a CPD session*
6. *Organise peer observations*
7. *Plan a nice meal with your colleagues*
8. *Become a mentor or find one for yourself*
9. *Say 'thank you'*

10. *Join a bigger teacher community*

M

Meaning

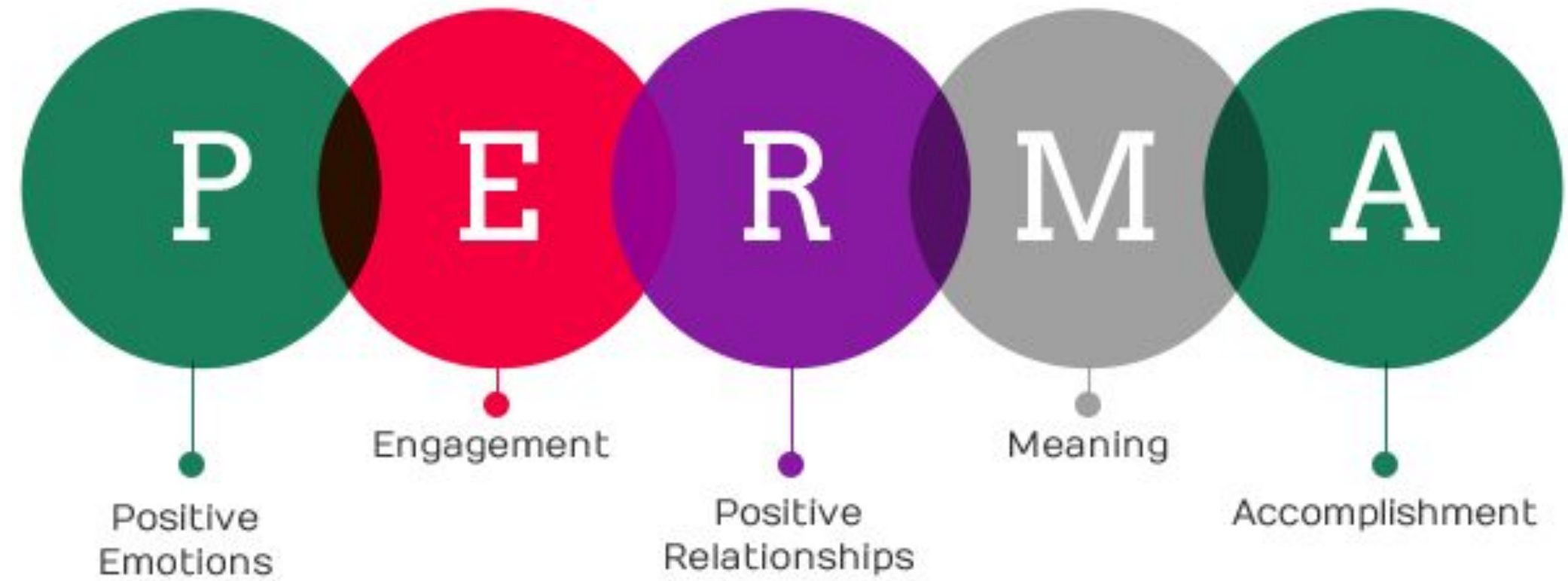


A

Accomplishment



Introducing a New Theory of Well-Being



Strategy 8: Celebrate your success

Tweak your tasks



- *Try a new activity in class*
- *Change time you spend on tasks*
 - *Explore AI tools*
- *Engage with your students on a more personal level*

Celebrate 'small wins'



*I helped my students distinguish
Past Simple from Present Perfect*

Keep portfolio of your successes

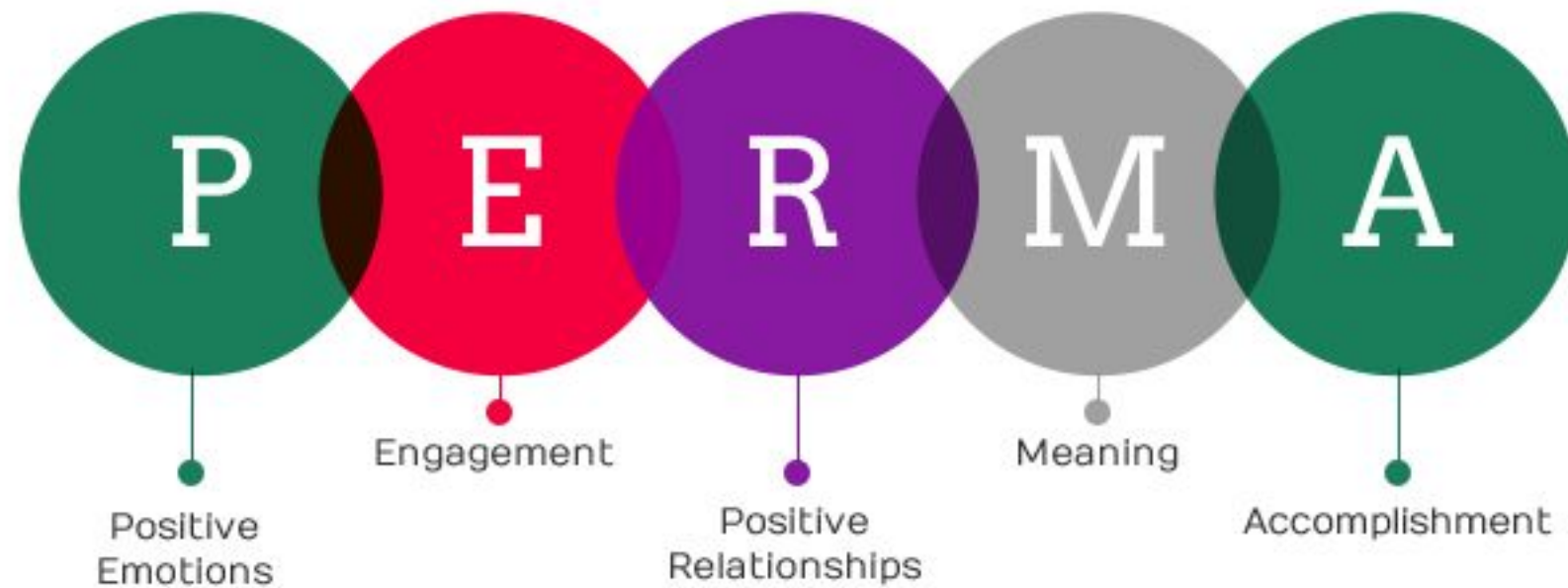


Share them!



Recap

Introducing a New Theory of Well-Being



Strategy 1: Reconnect with your joys and passions

Strategy 2: Create a positivity portfolio or memory wall

Strategy 3: Practice mindfulness

Strategy 4: Taking time-off

Strategy 5: Managing teacher anxiety

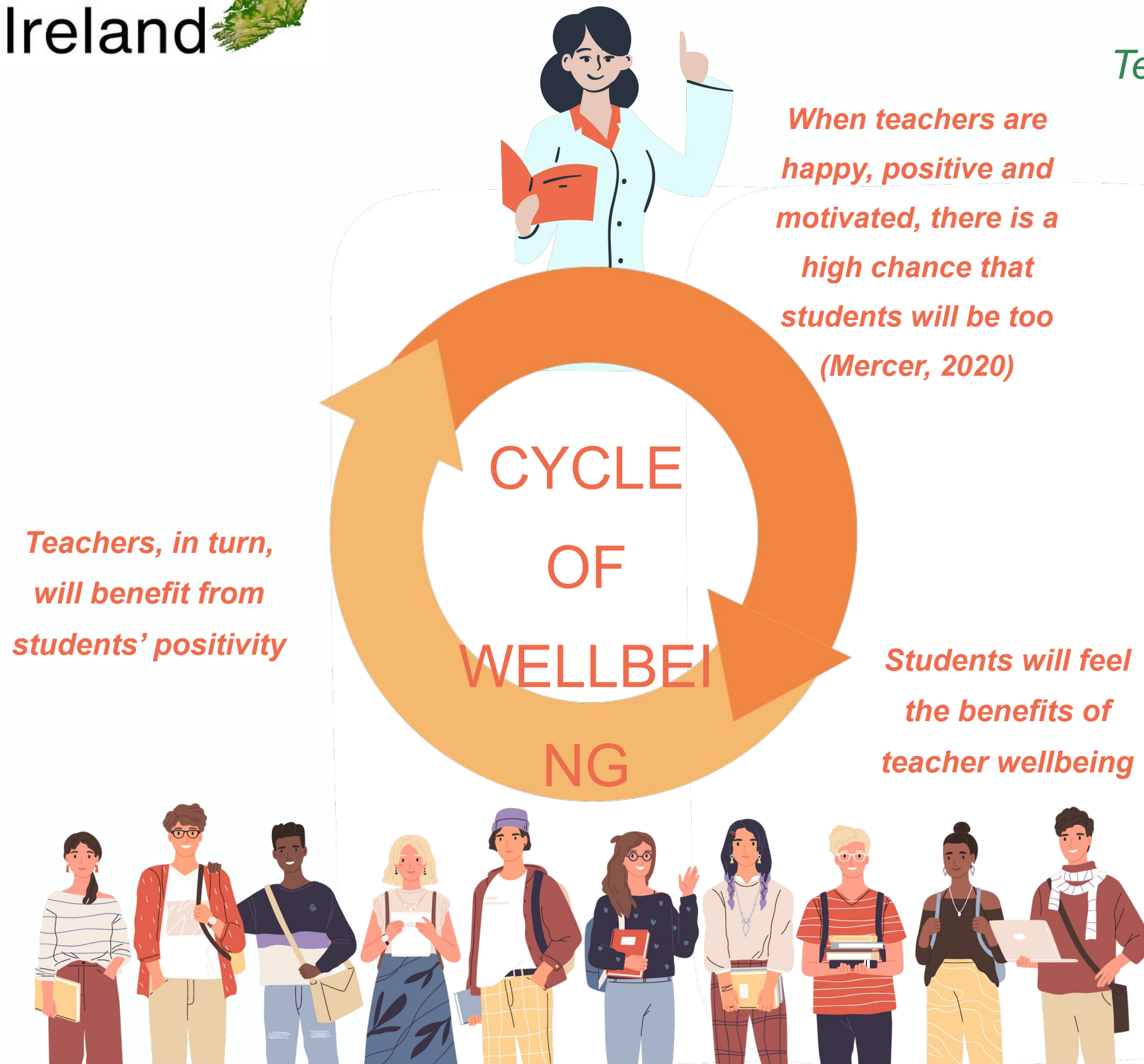
Strategy 6: Find your flow and strengths

Strategy 7: Grow your community

Strategy 8: Celebrate your success

Me and my students

*Teacher and learner wellbeing are **two sides of the same coin**. (Mercer, 2020, p.77)*



**Read teachers' comments about the challenges they face in their classes.
Select the comments you relate to the most and write the numbers in the
chat box.**

1. *'I feel like I talk a lot in class, and I've been told that I should limit TTT (Teacher Talking Time). But I am not comfortable with the silence in the classroom because my students do not jump in.'*
2. *'I must follow the units in my coursebook. But some topics are very boring for my students, and the exercises are repetitive.'*
3. *'Although I try to build rapport with my students, some of them remain distant.'*
4. *'No matter how well-prepared my lesson is, some students do not participate in my classes at all.'*
5. *'I sometimes find it hard to start the class with energy and enthusiasm.'*
6. *'We always finish the week with a final test, but students feel like they haven't learned anything during the week.'*
7. *'At the end of the class, I do not know how many times I've nominated each student. In fact, I think I inadvertently nominate the same students every day.'*
8. *'Some students do not like working in pairs/groups.'*

Strategy 9: power of TTT and silence

1. I feel like I talk a lot in class, and I've been told that I should limit TTT. But I am not comfortable with the silence in the classroom because my students do not jump in.

- *What matters is the kind of TTT, and its purpose, and the strategies and techniques through which it is employed.*
(Lewis, 1993 p.191)
- *Well-chosen language that is comprehensible and contains previously learned vocabulary*
 - *Source of rich input for students*
 - *A way to manage classroom interaction*
 - *Enriches discussions*



Strategy 9: the power of TTT and silence

When can we use silence?



1. I feel like I talk a lot in class, and I've been told that I should limit TTT. But I am not comfortable with the silence in the classroom because my students do not jump in.

- *When you ask a question, give sts time to think;*
- *Ask them to make notes (especially for lower-level students);*
 - *If silence is awkward...*

I notice your silence. Do you need a little bit more time to think, or do you want me to explain to you the task again?

Would you like me to give you an example?

Do you want to answer a different question?

Strategy 10: The power of wait time

1. I feel like I talk a lot in class, and I've been told that I should limit TTT. But I am not comfortable with the silence in the classroom because my students do not jump in.

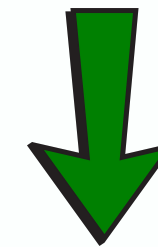


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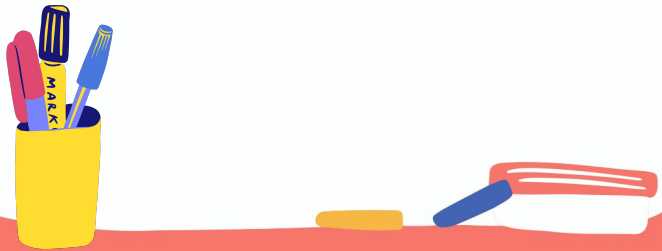
*'an average wait time of **one second** in L1 classrooms and **just over two seconds** in language classrooms' (Smith, L. and King, J.2017, p.2)*



- *try to consciously increase wait time to 3-5 seconds*
 - *vary it depending on the question*
- *experiment and see how it impacts students' responses*

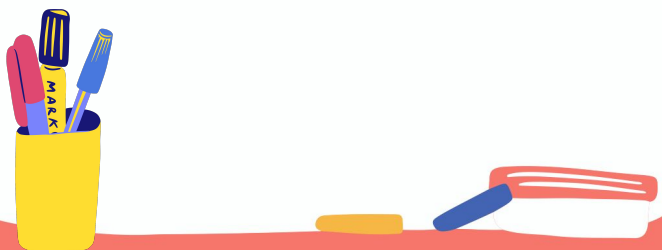
Strategy 11: Break the monotony

2. I must follow the units in my coursebook. But some topics are very boring for my students, and the exercises are repetitive.



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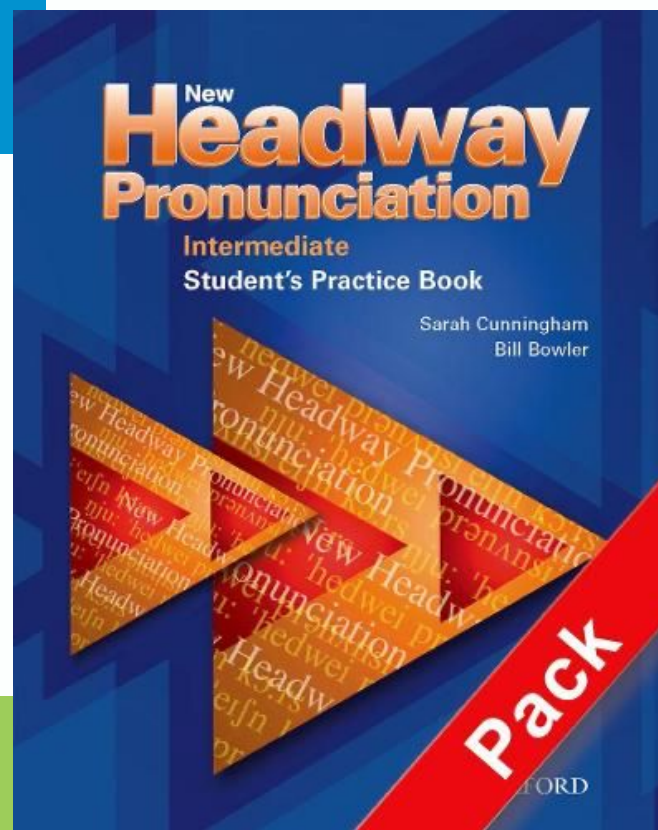
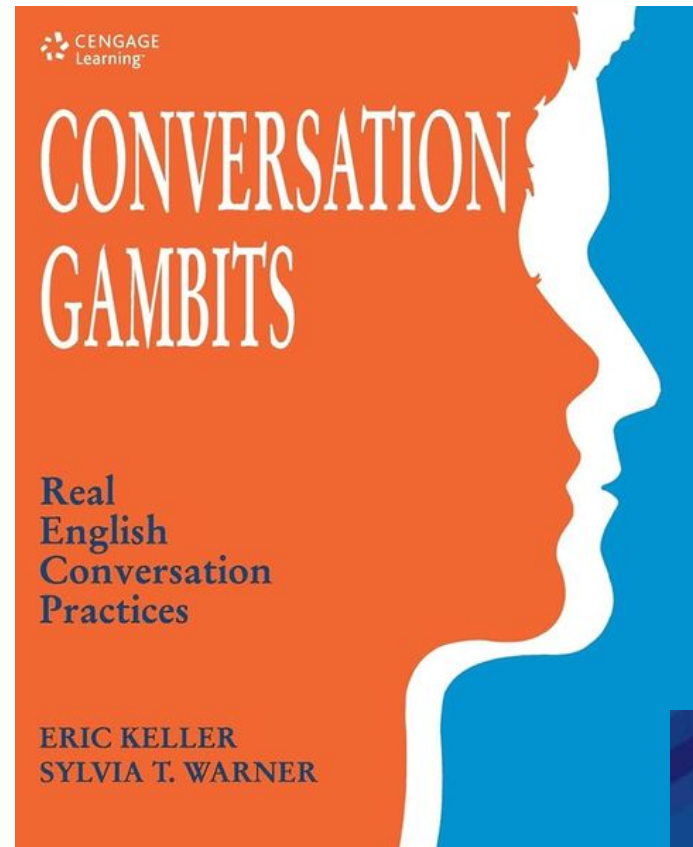


- *Find out what your students like and try to choose these topics for your classes*
 - *Change the order of tasks*
- *Vary the presentation style (WB and IWB, realia, authentic materials)*
 - *Occasionally do the unexpected*
 - *Include intriguing tasks*
 - *Personalize your lessons*

Strategy 11: Break the monotony

Vary the focus of the lesson

Choose a different presentation/input technique



Text All Over the Place

Level	elementary to lower intermediate
Materials	enlarged copies of dialogue, notebooks

Preparation

Choose a dialogue from the coursebook and make three enlarged photocopies. The letters need to be huge.

Cut each of the enlarged copies into ten to fifteen sections and place these all over the classroom: on the ceiling, under the desks, on the back of chairs, on your own back and on the floor and walls.

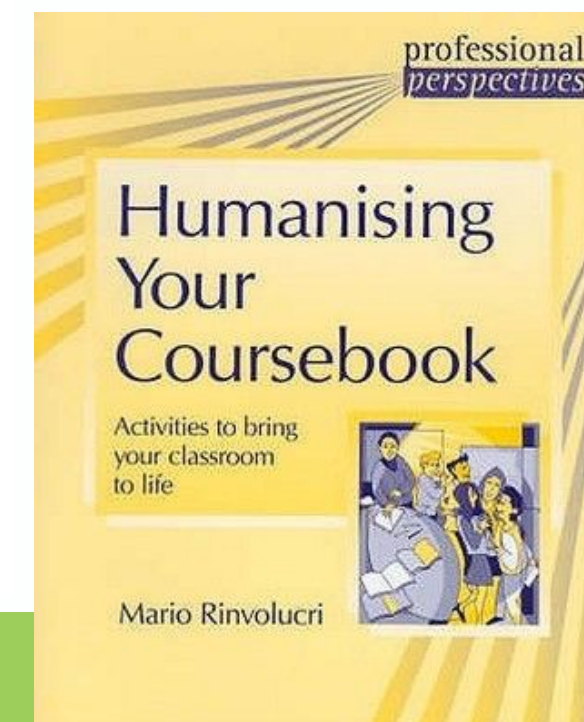
- 1** Get the students go round the room and transcribe the whole of the dialogue into their notebooks, re-establishing the correct order.
- 2** Tell the students to compare their transcriptions with the dialogue in the coursebook.

NOTE: Is your class too unruly? Don't you dare to try this with them? If they are unruly, maybe it is because they hate sitting still. This exercise gets them moving.

Acknowledgement: I learnt this idea from a Northumberland secondary school teacher of French.



Taken by Iryna Avalishvili



Strategy 12: Be patient with the process

3. *Although I try to build rapport with my students, some of them remain distant.*



- *Give students time;*
- *Create space for students to learn about you;*
 - *Be genuinely interested in them*
 - *Use ice-breakers regularly*
- *Learn students' names and use them during the class*
 - *Use mingling*

Strategy 12: Be patient with the process

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- *Learn students' names and use them during the class*
- *Use mingling tasks*
- *Choose your language wisely:*

Today, you are going to practice reading skills...

Today, we are going to practice reading skills...

Do you need more time?

Do we need more time?

Strategy 13: Engage students

4. *No matter how well-prepared my lesson is, some students do not participate in my classes at all.*



- *Explain rationale for some tasks*
 - *Assign roles to students*
 - *Plan pairing students*
- *Allow them to work with different partners*
- *Challenge them and encourage creativity*
 - *Let learners be experts*
- *Encourage students to listen to each other*

Strategy 13: Engage students

3-2-1 Speaking challenge

Students as teachers/ test makers

Add a challenge

Speak for 3 minutes

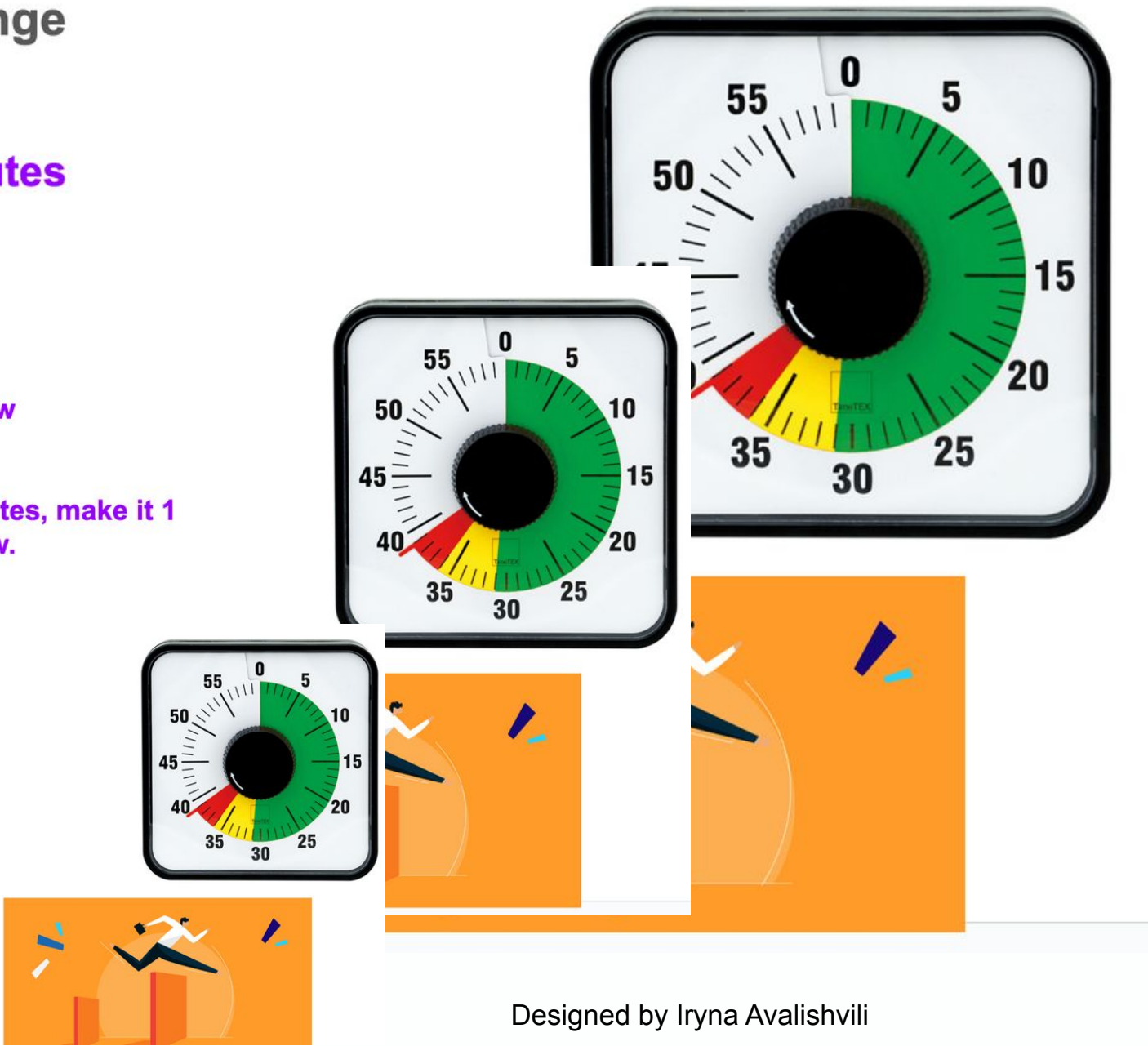
Add a challenge

Speak for 2 minutes now

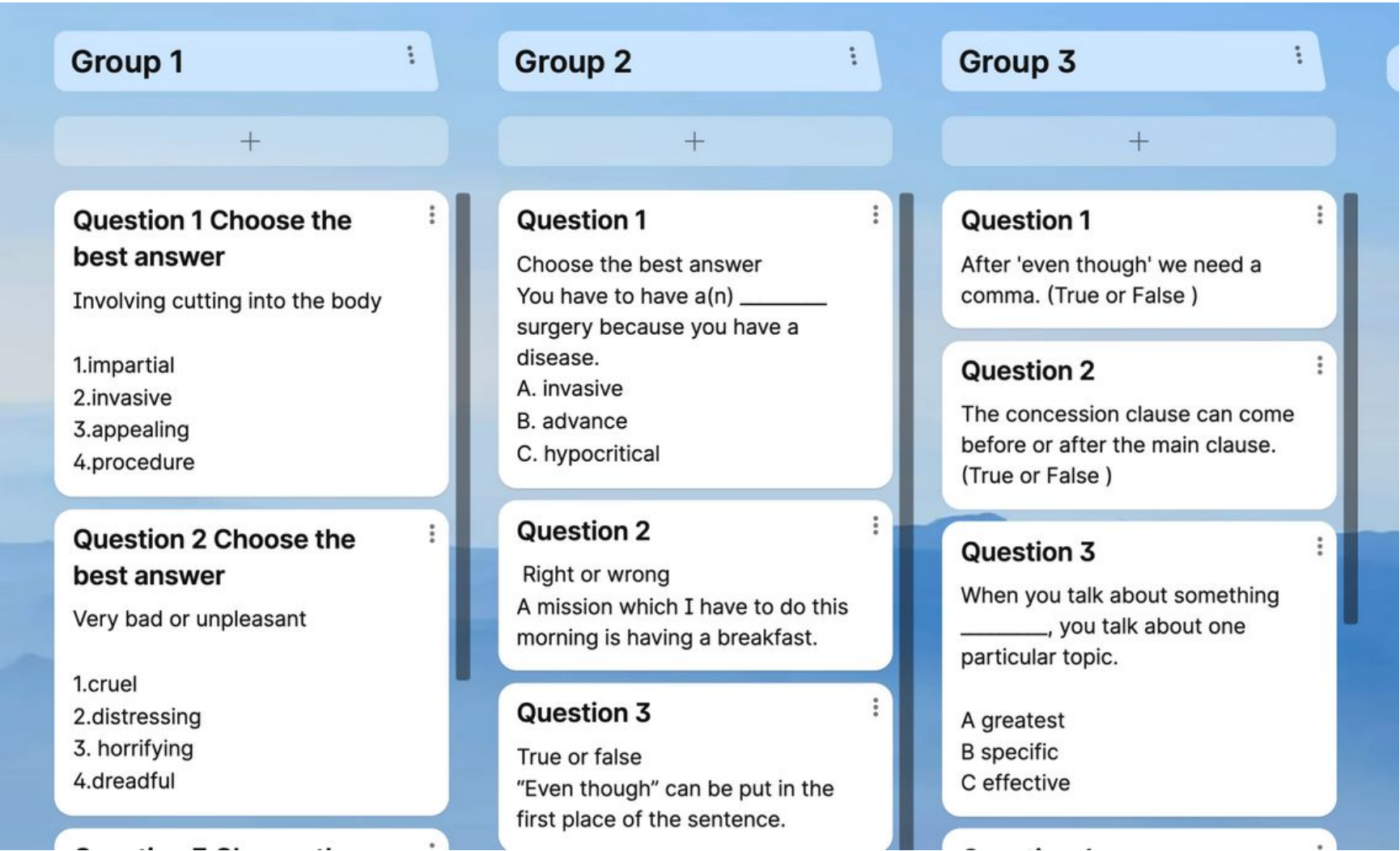
If you spoke for 2 minutes, make it 1 minute 30 seconds now.

Add a challenge

Speak for 1 minute



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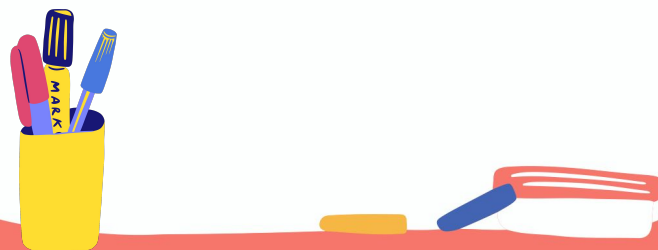
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Strategy 14: Start lessons with energy and enthusiasm

5. I sometimes find it hard to start the class with energy and enthusiasm.



- *Establish routine*
- *Attendance register: do it with revision*
- *Engage students using their senses*
- *Use fast-paced brainstorming activities*
- *Use movement*



Strategy 14: Start lessons with energy and enthusiasm



Talk about your weekend.
Suggest a few words to describe your partner's weekend.

Clic

Happy Monday

How was
your
weekend?

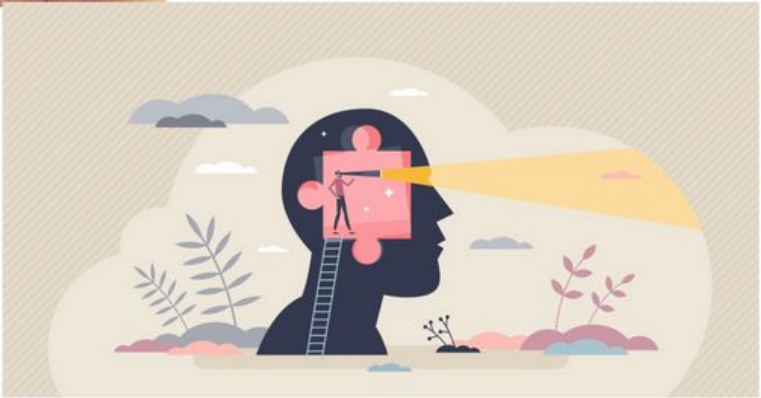


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What can you see, hear, feel, smell, and taste?



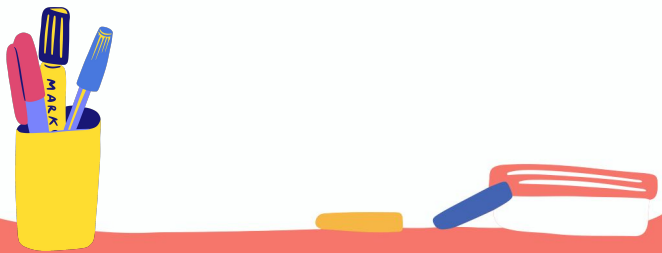
Talk about the picture
for 1 minute.



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Strategy 15: Celebrate student success too

6. *We always finish the week with a final test, but students feel like they haven't learned anything during the week.*



- *Summarise the main take-aways on the board*
- *Ask sts to complete 'can-do statements'*
 - *Exit tickets*
 - *Build in revision*
 - *3-2-1 activity*
- *Arrange a picnic, classroom tea party, games*
- *Hold small conferences*

Strategy 15: Celebrate student success too

AE B1 - A4

Self-Reflection

FEELING
How do I feel after reading the text?

😊 😊 😐 😞 😞

How can I improve in this area?

FACTOR 1	
FACTOR 2	
FACTOR 3	

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AE B1 - A4

3-2-1 REFLECTION

Directions: Fill in the boxes below to reflect on your learning this week. What did you learn, and what questions do you still have?

3 THINGS I LEARNED 1. _____ 2. _____ 3. _____	2 ACTIVITIES/TASKS THAT I LIKED 1. _____ 2. _____
1 QUESTION I HAVE 1. _____	

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AE B1 - A4

Presentation Assessment

Topic: _____

Names: _____

	1	2	3	4
Ideas/Topic				
Presentation				
Language				
Eye contact				
Voice and pauses				

Extra notes:

Feedback:

Thank you for sharing your presentation with us! Score: 120

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Strategy 15: Celebrate student success too



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C



- Ideas are much clearer
- Great structure
- Easier to follow your argument
- More complex sentences (excellent job using concession clauses)
- Well done exploring extra vocabulary for the topic



- Editing: choose the area that is the most challenging for you, and scan your writing

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Strategy 16: The power of nominating

7. At the end of the class, I do not know how many times I've nominated each student. In fact, I think I inadvertently nominate the same students every day.

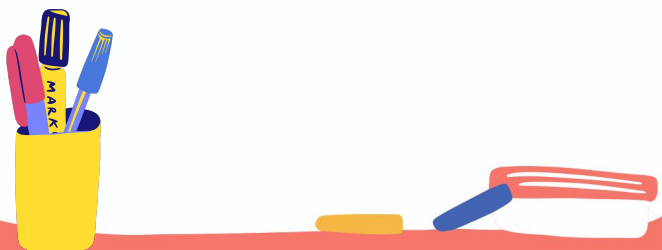


- *Create a list with students' names and put a tick every time you nominate someone;*
 - *Check how many times you have nominated each student;*
- *Ask students to nominate each other*
 - *First, ask the question, then name a student*

Strategy 17: Let students know the reason

Do we really have to do it in pairs?

8. *Some students do not like working in pairs/groups.*



Worksheet 1: Reasons for pair and group work

Choose the answer you agree with. Delete the other answer. Example: yes / no

- 1 When we do speaking activities, the most important thing is to *communicate a lot / make as few mistakes as possible.*
- 2 I think we get better at English by *trying to speak even though we make mistakes / making sure our sentences are perfect before we say them.*
- 3 We get better ideas and say more interesting things *in pairs or groups / in front of the whole class.*
- 4 When we do pair or group work it's *good / bad* that the teacher can't hear everything we say.
- 5 When we do pair or group work it's *good / bad* that the teacher can't mark or check everything we say.
- 6 It is more stressful and difficult to speak *in a pair or group activity / in front of the whole class.*
- 7 We have more natural conversations when we speak *in a pair or group activity / in front of the whole class.*
- 8 It's *a good thing / a problem* that the teacher can't help us immediately whenever we can't find the right expression in pair or group discussions.
- 9 It's *a good thing / a problem* that we have to listen to lots of different people speaking in pair or group work.
- 10 Pair or group activities are *useful / a waste of time* because ...

And finally...

M

Meaning



M

Meaning



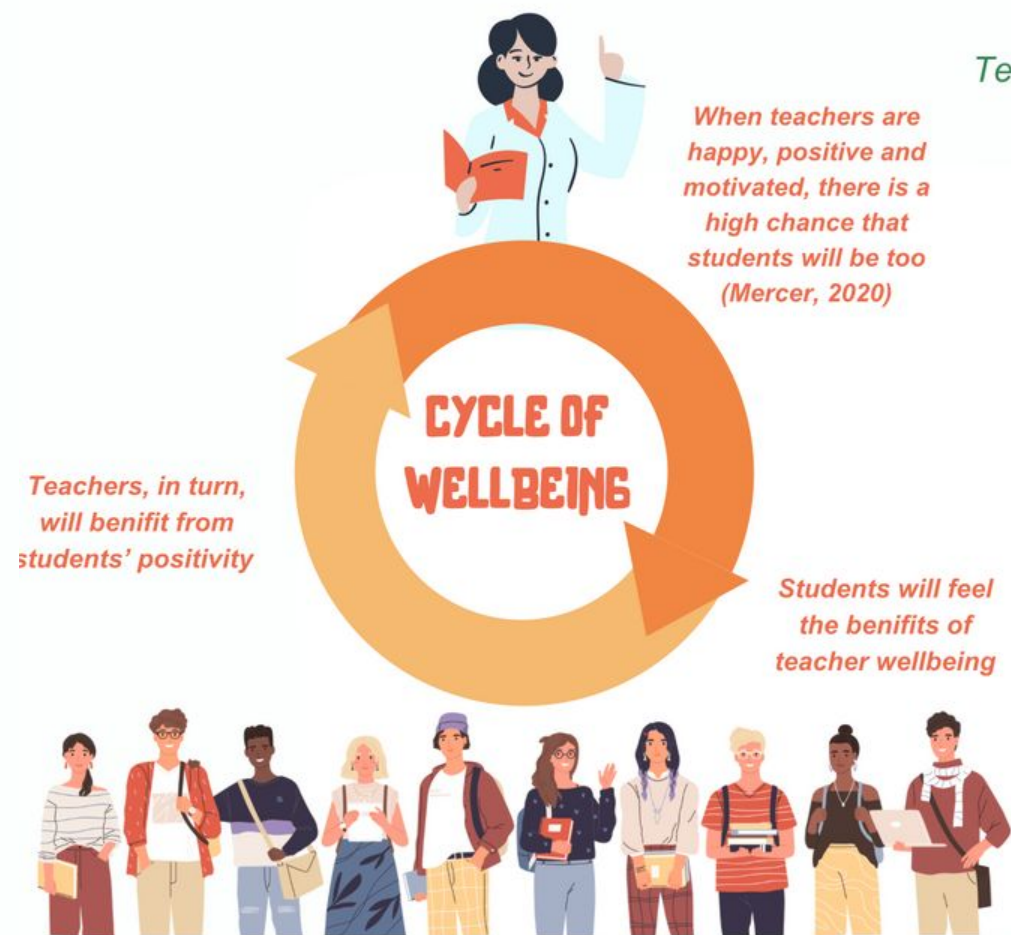
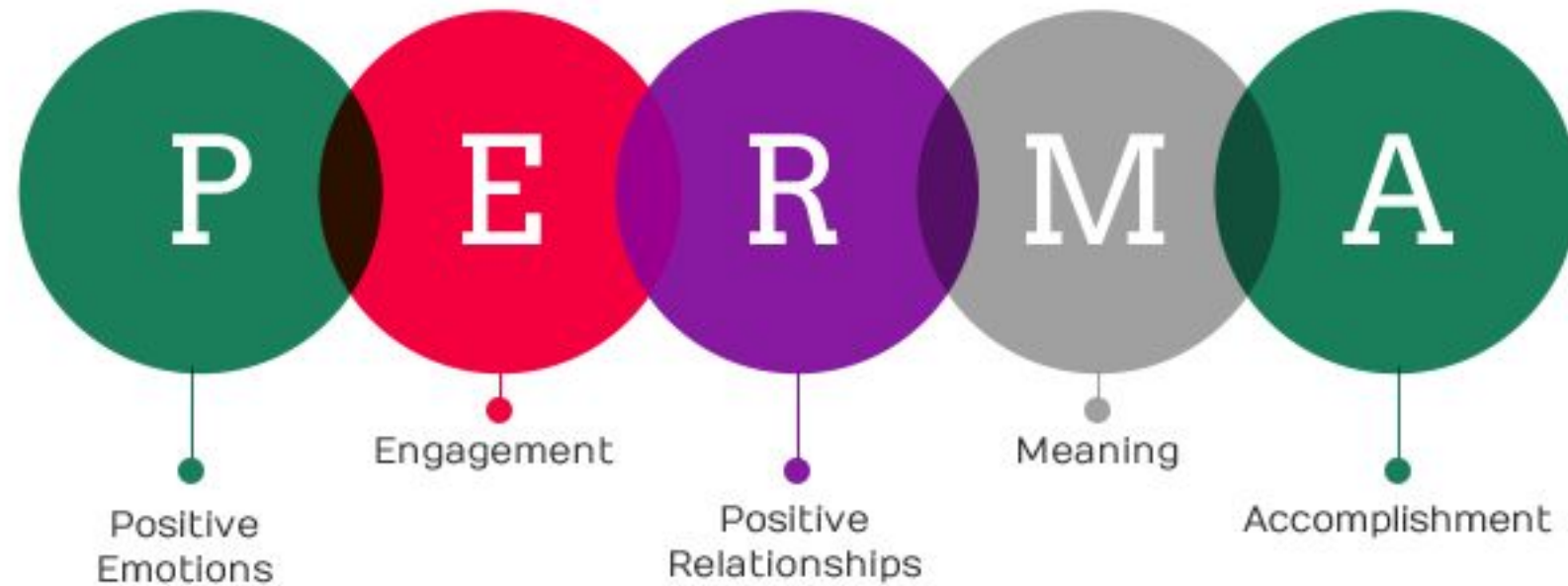
And finally...

*“Don't aim at success. The more you aim at it and make it a target, the more you are going to miss it. For success, like happiness, cannot be pursued; it must ensue, and it only does so as the unintended side effect of **one's personal dedication to a cause greater than oneself...**”*



Recap: What are you taking away from this session?

Introducing a New Theory of Well-Being



Strategy 1: Reconnect with your joys and passions

Strategy 2: Create a positivity portfolio or memory wall

Strategy 3: Practice mindfulness

Strategy 4: Taking time-off

Strategy 5: Managing teacher anxiety

Strategy 6: Find your flow and strengths

Strategy 7: Grow your community

Strategy 8: Celebrate your success

Strategy 9: The power of TTT and silence

Strategy 10: The power of wait time

Strategy 11: Break the monotony

Strategy 12: Be patient with the process

Strategy 13: Engage students

Strategy 14: Start lessons with energy and enthusiasm

Strategy 15: Celebrate student success too

Strategy 16: The power of nominating

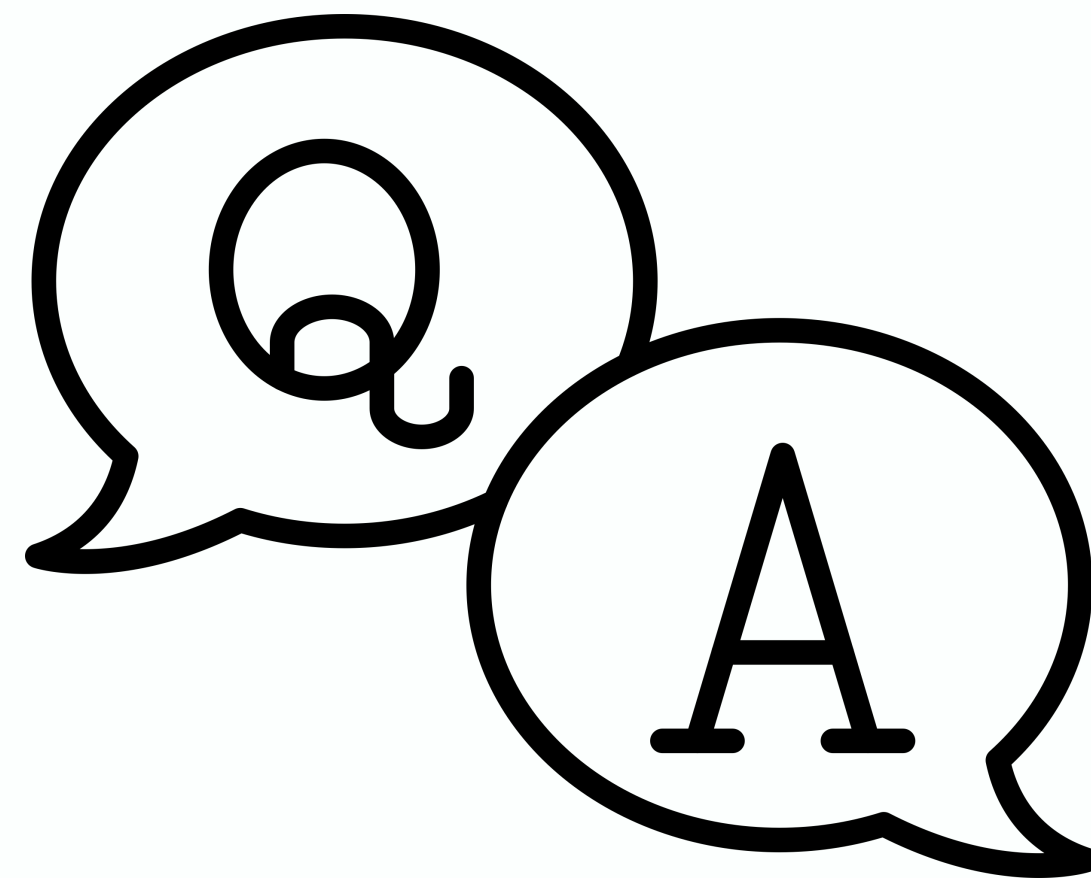
Strategy 17: Let students know the reason

Small steps matter!

Teacher wellbeing checklist

Take a few moments to choose a task you would like to try. Tick it off when you complete it. Share your thoughts with your colleagues, friends, or family

Change something about your teaching space1	Show an act of kindness for your colleague2	Share useful materials with others3
Join the language teaching community4	Suggest a topic for a CPD session5	Lead a CPD session6
Observe your colleague7	Invite someone for an observation8	Note down what went well in class this week9
Find a quote that motivates you to teach	Attempt to do something	Attend a webinar or a





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AT OUR NEXT WEBINAR***



<https://forms.gle/Tx8dZ46tSfUApQ7V6>



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Thank you!



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