

# Teacher development “How to” guides

**HOW CAN INTERVENTIONS THAT FOCUS ON (A) TEACHER IDENTITY, (B) TEACHER MOTIVATION AND (C) TEACHER RESILIENCE BE INCORPORATED INTO EXISTING CPD PROGRAMMES THAT FOCUS ON MORE TRANSACTIONAL PEDAGOGICAL SKILLS?**

How can interventions that focus on (a) teacher identity, (b) teacher motivation and (c) teacher resilience be incorporated into existing CPD programmes that focus on more transactional pedagogical skills?

# Introduction to the series

The British Council has produced a series of short evidence-based 'How to' guides for individuals and institutions who have a stake in designing and delivering professional development opportunities for English language teachers.

These short guides provide a series of **practical recommendations** and a list of key **associated research sources** designed to inform the organisation of professional development programmes and interventions for practising English language teachers. They also serve as self-access guides for teachers who are enrolling on formal professional development programmes or pursuing self-directed professional learning.

The guides are hosted on the British Council's [TeachingEnglish website](#) and complement the existing global and regional larger-scale research that provides the evidence base for what works in the teaching, learning and assessment of English.

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# Introduction

People enter the teaching profession for all kinds of well-intentioned reasons. In a survey carried out by the Association of Teachers and Lecturers in the UK in 2015, the vast majority of respondents cited the enjoyment they derive from working with young people and also the desire to make a contribution to individual students' prospects of success in their lives. What is clear from this survey and from my own experience of working with thousands of teachers from a wide range of educational settings around the world is that many become teachers because of the personal, professional and social rewards the profession brings. That said, many of the teachers who responded to the British Council survey carried out for this guide, stated that they are experiencing stress and general symptoms of poor mental health. The resultant lack of enthusiasm, motivation and job satisfaction for some can be attributed to a number of reasons such as a poor work/life balance, excessive workloads and having to deal too often with problems of student discipline. The global Covid-19 pandemic has also undoubtedly had a significant impact on teachers' wellbeing, resilience and continued motivation.

## Aims

The aim of this guide, therefore, is to raise awareness of the key universal issues that impact on teachers' job satisfaction and to consider practical, achievable ways for teacher educators to support teachers in maintaining resilience and physical and mental health and wellbeing through creatively considering how to engage in continual self-reflection, adopt positive teacher behaviour, and nurture a positive classroom climate. It is believed that issues related to these areas, if addressed, can in large part serve to avoid teacher burnout and contribute to preventing teachers from considering leaving the profession.

Of course, what must not be ignored is that many feelings of stress and anxiety for teachers may be due to systemic and structural challenges at institutional or even national level. It should be acknowledged that institutions, teachers and learners are all working together towards a mutual goal, and this interdependency is responsible for how they all flourish. If the institutional culture prioritises teacher wellbeing and fulfilment for its teaching staff, this will positively impact on the quality of education delivered in classrooms. It should be noted, however, that this guide focuses only on what teachers (and with the support of teacher educators) are able to do themselves in terms of reflecting on their own teaching and professional development – and acting on it. Furthermore, it is recognised that readers will come from a wide range of educational settings in terms of types of school, resources available, class size, levels of institutional and parental support, etc. and it is hoped that they will be able to consider this guide in light of their own specific contexts.

# Literature review

## Teacher identity

Being an English language teacher is probably quite a significant part of your identity, but in life outside of work, you probably play many roles, e.g. friend, father, spouse, neighbour, son, mother, nephew, sister, etc. Similarly, as teachers we play many roles, e.g. source of knowledge and language expert, learning facilitator, arbiter, counsellor, punisher, rewarder, motivator, administrator and probably most important of all: role model. Looking at these lists, which are not exhaustive, it is clear that in fact, there are areas in both, which overlap. This may mean for some teachers that they view their in-classroom identity as an extension of their outside-classroom identity and the way they perceive themselves and are perceived by others in both broad domains are largely the same. Others might claim that they have a completely separate teacher-self that emerges the moment they cross the classroom threshold. It is quite complex as there are many factors at play such as a teacher's beliefs and attitudes about: the purpose of education generally; how the teacher's role is viewed and also what a teacher's views of the English language and the purpose of English language teaching are. Of course, these attitudes and beliefs might change in time. According to Prabhu:

**“Teachers build their personal theories of teaching and learning through a continuing process of reflection on their lived experiences. It is this process that fuels their personal and professional growth.”**

(Cited in Maley, 2019:8)

Considering what makes us human and how our self-image as well as our interactions with others (inside and outside the classroom, with colleagues and with the professional community as a whole) make us who we are, we need to take a holistic view of all the domains in our lives and reflect on where and how contextually relevant aspects of ourselves are projected in a wide range of ways. According to Morgan (2004: 172–3):

**“Teachers’ experiences of identity in terms of gender, race, class, culture, religion and sexual orientation shape and are shaped by the processes of instruction and interaction that evolve within specific sites of bilingual and second/foreign language education.”**

Morgan goes on to describe a teacher who, for example, acts **like** a white, male, heterosexual teacher attempting to engage with a group of students and fulfilling professional responsibilities, but by repeatedly **doing** rather than **being**, teaching becomes an act or impersonation. He calls this a ‘text of himself’.

What teacher educators need to encourage in teachers is a desire to develop their own individual, authentic teacher-self rather than, for example, mimicking the style, approaches and methodologies of their trainers or of other teachers. The teacher's persona has to be created by the teacher her/himself as it is an intensely personal and individual role. Teacher educators and our own past teachers might provide some of the raw material out of which a teacher-self is crafted, but genuineness and authenticity are crucial for teacher/student rapport as well as credibility to develop.

In summary, we arrive at the understanding that a teacher's identity or text of her/himself is different from other resources we draw on to succeed and flourish in our teaching. It cannot be formalised in a predetermined way because it is co-constructed/co-authored with our different groups of students and to a lesser extent, with our colleagues. In the professional development of teachers, they are required to continually and critically reflect on experience, events and relationships they build with their students through interaction, and their pedagogical value and lifelong social consequences. Morgan quotes Cummins:

**“An image of the society that students will graduate into and the kinds of contributions they can make to that society is embedded implicitly in the interactions between educators and students”.**

(Cited in Morgan, 2004:175)

Therefore, a recommendation for any language teacher education programme or CPD event would be to address the imbalance between developing English language teacher knowledge and technical skills (of language, skills, theories of second language acquisition and methodologies) and the crucial nature of classroom interactions, classroom climate and teacher/student rapport. More emphasis needs to be put on the latter because for success in the classroom, a certain amount of 'mask switching' is essential for continued intrapersonal and interpersonal growth. This is because teaching is a socially constructed activity that requires the interpretation and negotiation of meanings embedded within the context of the classroom. Teaching should be dialogic as it invokes multiple voices, roles and discourses. These include the teacher's past voice as a student; her/his present voice as a staff member of an institution and larger professional community and finally, her/his voice as a member of social communities of practice (families, friends, etc). To make their teaching meaningful and memorable for themselves as educators as well as for their students, they should acknowledge the importance of affect, human attributes and connectedness to their students for all to flourish.

## Motivation and resilience

For the purposes of this guide, motivation and resilience will be dealt with together in this section as they can be seen as being two sides of the same coin. However, before exploring specific *teacher* motivation and resilience, it would be helpful to establish workable definitions of both in the context of our profession.

### Motivation

It would be useful to return to the results of the survey referred to above, i.e. what motivates or drives people to become teachers in the first place. As stated earlier, the majority of respondents clearly view teaching as a vocation, in that they enter the profession with altruistic intentions. Many teachers are driven by the desire to help young people succeed in their education and beyond. These teachers have established a purpose and meaning to their jobs which is often manifested in their passion, energy and enthusiasm in the classroom as well as in the care for students they demonstrate outside of the classroom. This is what is meant by **intrinsic motivation**, i.e. teaching offering its own internal rewards (seeing students develop and flourish with their help). Motivation can be fostered and sustained with positive rapport and well-managed interactions with learners. The subsequent benefit is that if a motivated teacher teaches with enthusiasm and passion, it is highly likely that this will positively impact on students' engagement and motivation. One can conclude, therefore, that a teacher's and her/his students' emotional states and motivation are inextricably co-dependent and will positively or negatively affect each other.

The above deals with **intrinsic motivation** rather than **extrinsic motivation** (teaching because of financial rewards, associated social status, pension, long holidays or convenience for childcare reasons, etc.) because if a teacher is intrinsically motivated, it is more likely s/he will be better equipped to sustain energy, passion, enthusiasm and motivation, impacting positively on her/his mental health and wellbeing and ultimately making her/him more **resilient**.

## Resilience

Resilience is a term often used in psychology to describe the trait of being able to adjust and respond positively to stress, pressure, disappointment and disproportionate challenge. This includes being able to identify what can be learnt and gained from negative experiences. There are a number of factors that might contribute to heightened resilience such as: healthy self-esteem; a sense of humour; good communication skills; being able to regulate stress levels and remain calm under pressure; setting yourself realistic and achievable goals; sociability (enjoying relationships with others and engaging in social activities); a healthy lifestyle (getting enough sleep, nutrition and exercise as well as maintaining a good personal appearance); and not losing sight of your original reason for going into the teaching profession. The mental, emotional and physical endurance teachers need to develop and flourish in their jobs needs to be self-monitored, and teachers need to be proactive in their approach to maintaining their endurance. There is no doubt that if they can improve their resilience, they become happier, healthier and more optimistic, which in turn will lead to more effective teaching and learning.

Let us now turn to some theories and applications of rapport-building and creating a conducive classroom climate to foster motivation and resilience in both teachers and learners.

## Rapport and “flow theory” in classrooms

In the profession of English language teaching, methodologies and the approaches that underpin them have evolved since the Grammar Translation days of the 1940s. Indeed, many teachers today either say they teach in accordance with ‘communicative’ principles or that they are eclectic in their methodologies and techniques, i.e. they make informed decisions about which method(s) is/are appropriate with a particular group of students and adapt how they teach accordingly. This results in lessons or series of lessons often being a combination of pure communicative-type tasks and tasks that go back to Audiolingualism or Grammar Translation. Teacher training programmes have therefore become very sophisticated and effective in preparing teachers with a toolkit of resources for teaching grammar, vocabulary and the four skills of reading, writing, listening and speaking. This remains a necessary basis for teacher preparation, but alone is not sufficient. We should also be interested in the more human aspects of teaching: teacher presence, interpersonal skills and an understanding of group dynamics, and the classroom as community. In other words, we should be placing emphasis on ‘how to be’ as well as ‘what to do’ in the classroom.

The spontaneous interaction that often occurs in class is not represented in lesson plans or in our teaching materials, nor is it featured necessarily in teacher development programmes. It may be referred to in post-lesson observation discussions, though even then it might be in terms of deviation from the plan or departure from the main lesson, rather than reflecting on or responding to it as a singular, important skill in itself, worthy of eventual mastery. In this way, interpersonal communication largely escapes being observed, articulated, critiqued or developed.

To facilitate learning in a classroom environment that is safe, non-threatening, low in anxiety and that engenders positive classroom dynamics and enjoyment, teachers should display genuineness, sincerity and integrity. The classroom is a social setting that should instil in everyone a sense of belonging, and for the teacher and students to derive maximum benefit and reward from it, there needs to be reciprocal respect, empathy and tolerance. When there is congruence of these elements, there is a far greater chance for the teacher to become more intrinsically motivated as a result of direct, personal encounters with students, which in turn will engender their engagement and motivation.

## Rapport

Rapport is a dynamic state that can fluctuate in an individual interaction or over a period of time such as a lesson or series of lessons. It is not the same as ‘relationship’ because it is possible to have a strong **rapport** with someone in a given interaction even though generally, the **relationship** is not particularly close or affectionate. Conversely, it is possible to experience poor **rapport** with a loved one in a given interaction even though overall, the **relationship** is valued and positive. It is the co-operative, reciprocal and interactive nature of rapport that is vital for successful classroom communication and accomplishment to take place. If a healthy rapport is perceived by students, they are more likely to experience positive affect, which will contribute to their sense of classroom connectedness and ultimately, to learning attainment. That said, teachers should not assume that once established, rapport with students can be maintained without any further effort: teachers should monitor and be continually mindful of how they are developing rapport in the classroom.

### Training activity 1

For positive rapport to be achieved through classroom interaction, the following guidelines are worth considering as a discussion point within a teacher education programme:

1. When experiencing confrontation with a student, deal with the *primary* rather than secondary behaviour, i.e. if a student is causing low-level disruption, this might be because of an underlying issue that needs prioritising and addressing. Don't use sarcasm or aggressive language and non-verbal behaviours. Keep language simple and clear, stating unambiguously what is required.
2. Sometimes teachers need to concede that they have made a mistake or misunderstood something. Demonstrate deference and humility while maintaining 'teacher status', i.e. avoid uncertainty and weakness. Use gentle humour and judicious self-deprecation.
3. To maintain control, be clear and forthright in your instructions and in what is expected of the students. Convey your 'teacher status' carefully without being dogmatic.
4. To maintain class cohesion, show warmth, concern and a personal interest in students. Use personal pronouns such as 'we' and 'us' to signal that whole-class collaboration is required. Use students' names and find out what their personal interests are and ask them about them. Appropriately share with students your personal interests and views. Use humour during interactions, in your materials and even sometimes in class tests. The use of humour not only reduces anxiety, but it has also been shown to improve learning, understanding and memory.
5. Only publicly criticise a student in extreme cases. Instead, praise those students who are doing what you have asked of them. Those who aren't doing what you asked will often become envious of those receiving the praise and will consequently adjust their behaviour and/ or level of attentiveness accordingly.
6. Vary the language you use when you give praise. If you constantly use the same word or phrase, it can sound mechanical, insincere and not meaningful – and, consequently, will not be appreciated by the student.
7. Ensure that you give more praise than criticism in lessons. Sincere and specific praise increases the students' self-esteem and self-confidence and will engender a more positive attitude towards their learning.

### Initiating rapport

Connect with learners by seeking common ground (interests and aims). Demonstrate your approachability and willingness to create rapport. Show personal interest in your students and when appropriate, consider how a certain level of self-disclosure might show your human side. If you want to connect with your learners, it is important to acknowledge that trust is the conduit of influence, so if you demonstrate respect and warmth towards them, you will incrementally build up their trust in you. When you interact with learners, especially in the early stages, you need to be present and sensitised to their individual needs and interests, which should over time elicit feelings of respect towards you and an increase in motivation.

### Maintaining rapport

Make lessons more dialogic rather than giving the impression that you are talking to an 'audience'; encourage students to talk to each other as much as possible so they build up rapport amongst themselves. This helps create a classroom community; arrive at class a few minutes early and make natural, small talk with students before the class begins; give very specific feedback to their spoken and written work rather than general praise. Students greatly appreciate individualised emails (see Activity 3 below); be aware of your non-verbal behaviours and vocal qualities and the affective impact they have on communication (facial expression, posture, use of eye contact and gestures); vary seating arrangements so they are conducive to collaborative learning. Also, vary your position in the class, e.g. at the front during plenaries and sitting amongst students when they are doing group work; maintain a sense of playfulness and gentle humour.

Finally, monitor your own use of language and be an active listener. (For a discussion on active listening techniques see the section on Status.)



## Flow theory

To return to the key focus of this guide, namely resilience, motivation and teacher identity, **flow theory** (a branch of **positive psychology**) provides a model that encapsulates all of these areas. Flow theory is a concept related to intrinsic motivational psychology pioneered by Hungarian psychologist Mihaly Csikszentmihalyi. It is characterised by a number of variables that are often present and that contribute to successful performance when carrying out a task or activity. When some or all of these variables are combined, the person feels a great sense of enjoyment and reward, and what Csikszentmihalyi calls 'optimal experience'. If teachers are able to create 'flow' in their lessons, this reduces anxiety, builds rapport and fosters engagement in an activity. It becomes an 'autotelic' experience, which means that the purpose of the task or activity provides its own internal rewards. Essentially, if the challenge of a task is too great or too complex, anxiety, confusion and an avoidance response would be induced, and if the task presents little or no challenge, boredom might ensue. Therefore, the teacher's job in the classroom is, as far as possible, to calibrate their students' skills and knowledge with the task's degree of challenge.

### Training activity 2

The eight major components of flow that lead to optimal experience are detailed below. What actions on the part of a teacher are implied?

1. Being confronted with a task we have a chance of completing, i.e. it is challenging but not beyond our skills. It takes us slightly out of our comfort zone.
2. Being able to concentrate intensely on the task at hand.
3. Being presented with a task that has clear goals.
4. Immediate feedback from the task is forthcoming.
5. There is a deep and effortless involvement in the task that removes the frustrations and worries of everyday life.
6. There is a sense of control over the activity.
7. Concern for the self and ego disappears, but the sense of self emerges stronger after the flow experience is over.
8. The sense of time is altered, e.g. hours pass by in minutes.

In summary, while a teacher monitors levels of rapport during a lesson or relationships over a term or year, s/he needs to be mindful of the fact that by being sensitised to the sensory feedback and subtle signs and signals that s/he receives from students, s/he can become more adaptable and respond more effectively to their behaviour. Research (Egbert, 2003; Seligman et al, 2009) categorically informs us that promoting positive relationships and wellbeing in education not only improves the quality of teaching and learning (fewer behavioural problems, resulting in positive classroom dynamics leading to a more engaging and enjoyable learning experience and better chances for learning attainment), but it also lessens anxiety and stress for teachers and results in lower levels of burnout.

In order for teachers to create a conducive classroom climate so the above components of flow theory can be realised, it would now be useful to focus on how classroom interaction might be best managed.

## Interaction in classrooms: Face, status and classroom presence

### Face

The simple but fundamental characteristics of effective communication in the language classroom include being clear and unambiguous about what the teacher hopes to achieve in a given interaction; having the flexibility to adjust their behaviour and responses as the interaction unfolds; and using all of their senses to notice whether they are achieving their aims so they can adapt, modify and respond accordingly.

There have been many sociolinguistic studies, (e.g. Arundale, 2006; Culpepper, 2008; Locher and Watts, 2005) concerning the role of face in social interactions, but few have been conducted specifically inside classrooms, (e.g. Payne-Woolridge, 2010; Canter and Canter, 2001; Seedhouse, 1994). According to Morgan (2004:173), “teaching is a process-oriented context-embedded activity where [communicative] strategies and explanations about language are often improvised and refined through ongoing dialogue with students and emergent conditions in classrooms”. Classroom exchanges are socially constructed and require interpretation and negotiation of meanings. This socio-cultural perspective implies that during this shared social activity, the whole class is improvising together and that the most effective learning results when students are able to freely interact and participate in the collaborative construction of their own knowledge. Given that classroom interaction can either be relational or transactional/task-focused, acknowledging face or so-called face wants are key to successful rapport building.

Many are familiar with the term ‘to lose face’ and ‘to save face’, i.e. finding oneself embarrassed, feeling we are losing self-worth or dignity in a given situation. We generally try to convey to others our most positive attributes to gain respect, and we seek others’ approval and acknowledgement of our positive qualities. The concept of face is associated with these affectively sensitive attributes. As Payne-Woolridge (2010:167–8) explains: “By focusing on facework in the classroom, it is possible to introduce a fresh way of considering the way teachers speak to pupils about behaviour – to add to an understanding of the role of language in classroom management”. Payne-Woolridge’s approach drew on and adapted Brown and Levinson’s ‘Politeness Theory’ paradigm (1987). Accordingly, our ‘positive face’ refers to our desire to be approved of by others and is solidarity-oriented. It emphasises shared values and attitudes. Examples of positive politeness would be paying someone a compliment or expressing gratitude. Conversely, ‘negative face’ refers to an individual’s desire to remain proportionately at a distance from the other interactant, respects social status differentials and avoids intruding on them. An example of expressing negative politeness would be to be indirect when making a request, such as “I’m sorry but could you not talk while I’m talking, please?” (This is indirect with a level of deference: the past form ‘could’ distances the students from the teacher and beginning with an apology communicates that what is to come will impede on the students in some way).

### Face-threatening acts

A so-called face-threatening act (FTA) is a linguistic or non-verbal politeness strategy used to preserve or restore one’s own or the other’s positive or negative face. Giving advice, orders and requests are obvious examples of threatening a student’s negative face because they impede on a student’s ‘freedom’. However, there are possible different affective outcomes depending on the context, the relationship between the interactants and the desired outcome. If the hearer feels the request for action is menial or below them, their negative face would be threatened, whereas a different hearer might feel honoured at being trusted to carry out a task. Therefore, her/his positive face would be *enhanced*. Consequently, in order to avoid students feeling discomfort, annoyance or anger we need to consider carefully how we word speech acts such as requests, orders and even praise. For the latter, expressing *genuine* praise is vital in order to motivate a student and make her/him feel good about her/himself (this would be enhancing her/his positive face). Conversely, if the praise is excessively effusive or pithy and imprecise, it would come across as being disingenuous (this would be threatening her/his positive face).

According to Payne-Woolridge’s case study (2010), which involved twelve hours of observations, recordings and transcriptions in secondary school classroom time, teachers used a far greater number of face-enhancing utterances when talking to students about task-related work and more face-threatening utterances when talking about behavioural issues. She concludes that:

**“...not only do students experience an increase in the use of face-threatening utterances when teachers discuss behaviour, but also they receive less by way of enhancement that might ameliorate the effect. That teachers use of face-enhancing utterances when discussing pupils’ work on classroom subjects might be interpreted as a form of encouragement – for example, reinforcing work that achieves the aims of the lesson – but the same degree of reinforcement is not offered for behaviour-oriented achievements.”**

(ibid: 175)

In other words, the students regularly received face-enhancement when they performed a task well but not a face-threat when they didn't. They did not, however, receive face-enhancement for good behaviour.

If there is a tendency in our classrooms to continually confront bad behaviour, rather than draw positive attention to good behaviour, we need to consider the balance we try to strike between praise and criticism, and perhaps analyse our interaction with students in terms of face-threats and face-enhancements in order to make changes for the better in terms of classroom management, climate, rapport and ultimately, learning.

### Face and politeness theory

Furthermore, we have to acknowledge that there will be cultural differences as regards politeness conventions. For example, in some honorific cultural contexts, it would not be appropriate for students to address their university lecturers by their first names. Nor would it be appropriate to interrupt, contradict, challenge or criticise their teachers. It would also be more usual for these students to contribute in class only when specifically requested to do so.

Having an understanding of 'face' and politeness theory helps us to anchor the way we interact with our students and, indeed, the way they interact with each other in the classroom, by providing us with a clear set of principles to help us articulate what is happening, what effect a message has had and what is the best course of mitigating action to take.

As teacher educators concerned with professional development for groups of teachers, you may well be involved in activities such as observing lessons and giving feedback. This activity is inherently 'face threatening' as it is implicit that it will involve a certain level of criticism. In addition, there will probably be a status differential between observer and observee – so managing rapport and communication sensitively is vital. If criticism (constructive or otherwise) is given too directly, it is likely to upset the observed teacher and cause her/him to become defensive and subsequently, not take up the advice or suggestions offered. By the same token, feedback that is excessively kind and positive will lead to the advice not being clearly communicated. Therefore, in order to provide balanced feedback that will hopefully be understood, respected and acted upon by the observed teacher, the observer should be a little indirect ("Have you thought about ...?"; "You *could* consider X. What do you think"? etc.) offer choices ("You might try X or Y and see what works best"). Note here the use of certain modals, avoidance of imperatives and use of questions rather than statements. These would address issues of negative face as you would not be imposing on teachers so directly. To address issues of positive face, (i.e. making teachers feel approved of and expressing solidarity), you need to make feedback friendly and display warmth and genuine care for the teacher. This includes identifying the positive aspects of the teaching you have just observed and making very specific points that would show that you had observed very carefully. Using the inclusive pronouns 'us' and 'we' serves to slightly lower the power differential, which would make the teacher more receptive to feedback. Rather than saying what 'they could have done', which comes across as a direct criticism, say: "You could do X ..." instead, as it implies you are offering a choice. Observers also need to try to limit praise followed by a contrastive 'but', e.g. "I thought you did X really well but ...". Simply make it two separate sentences.

### Status

Closely related to Politeness Theory is the concept of **status** in face-to-face communication. In this sense, status does *not* refer to the general definition of a predetermined, socially-constructed hierarchy, e.g. headteacher at the top followed by heads of year, heads of department, then teachers, etc. The term *personal status* is used here to refer to how important and confident a teacher feels about her/himself at any given time during face-to-face interaction, and how s/he projects her/his status according to how they feel about the person or people they are communicating with, and how their status is affected by the way others behave towards them. It is therefore possible in a particular interaction, for example, for a teacher to have a lower personal status than a particular student, or a teacher to have a higher personal status than the head of department. Status often shifts during the course of a single conversation, as in the following example.

<b>Student</b>	I played hockey for the school team at the weekend. [slight rise in status as the sharer of previously unknown information]
<b>Teacher</b>	Hockey? That sounds great. I've never played hockey. What are the rules? Are they complicated? [appropriate lowering of status asking for further information and showing interest]
<b>Student</b>	Yeah. They're quite different from other games like football because of things like the way corners are taken. [maintained higher status as the provider of further unknown information]
<b>Teacher</b>	My sister used to play for a local team. She was such a keen player! [slight rise in status as new information is provided]
<b>Student</b>	Oh really? What position did she play? [slight lowering of status to show interest and asking for further information]

When the raising and lowering of status is subtly moderated in this way, it results in a kind of see-saw that enables the conversation to flow more effortlessly, thus stabilising the momentum and rapport between teacher and student. Drastic movements up or down might be appropriate in some circumstances, but more often than not they impede the flow of conversation. The above short teacher/student exchange exemplifies a number of *active listening* techniques that are designed to facilitate the flow of the conversation and encourage the speaker to open up and more easily articulate how they are feeling. These include: asking open questions rather than closed questions that require a *yes/no* response; intermittently summarising what the other has said to show that you are listening and understand; reflecting, which involves repeating back a word or phrase, to encourage the other person to continue; clarifying, which means asking the speaker to elaborate on something that the speaker has said and reacting, giving your honest value judgement.

## Classroom presence

Finally, on the subject of classroom interaction more generally, it would be useful to consider what is meant by a teacher's classroom presence. Drawing on voice and acting coach, Patsy Rodenburg's book *Presence* (2009) and applying it to a teaching context, it is a concept that relates to a perceived quality that has immediacy and involves being completely 'in the moment', poised and in synchrony with students. This includes a teacher's confidence, charisma, poise and engagement, which in turn draws students in, engages them and cultivates their own sense of presence. According to Rodenburg (*ibid*), in different social settings, it is possible to move in and out of three 'circles of energy'. The **first circle** is the energy of introspection and reflection, with our focus being completely inward. When we are in this circle, we are not very observant or sensitised to people around us. We tend to come across to others as self-centred and withdrawn. The **third circle** is the energy we emit outwardly without taking back in any energy from others around us. When we are in the third circle, we might attract attention, be perceived as being outgoing and engage with others, but this is superficial and impersonal. We don't listen well or detect the nuances of messages conveyed to us by others. We are in the **second circle**, which Rodenburg calls the 'energy of connecting':

**“[When our energy] moves out toward the object of our attention, touches it and then receives energy back from it ... we react and communicate freely and spontaneously within the energy we are giving and receiving. We are in the moment – the zone – and moment to moment, we give and take ... we touch and influence another person rather than impress or impose our will on them. We influence them by allowing them to influence us ... the art of being present is the art of operating from Second Circle.”**

(*ibid*: 21–2)

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Reflecting on and monitoring our interactions with students in this way is especially important in a language classroom because in addition to developing our students' social skills (which should be a sub-aim for every subject teacher), language lessons have communication at the heart of them as we are also developing our learners' knowledge and skills in English.

# Summary of survey findings

In developing this guide, we asked teachers in the Middle East and North Africa region a series of questions relevant to the theme. The survey aimed to collect quantitative data only, so detailed, lengthy interpretation and discussion are limited. Some possible conclusions can be drawn, and these are *in italics* below each section.

**Number of respondents:** 162

**Countries:** the highest number of respondents came from Yemen (42); Saudi Arabia (28); Oman (20); Bahrain (14); Palestine (12) and Jordan (11). In total, teachers from 15 countries participated.

**Number of years in service (in descending order of number of respondents):** 8 to 15 years (55); 16 to 22 years (34); 23 to 30 years (32); 4 to 7 years (24); 1 to 3 years (9); more than 30 years (6); less than a year (2)

*(Interesting to note here, in relation to several studies carried out in the UK regarding teacher attrition, that the largest proportion of respondents belong to a group that have remained in teaching for at least eight years. It would be useful to investigate further if this in itself is an indication of enduring levels of motivation and resilience).*

**Types of school taught in:** Secondary (66); Further/Higher Education (50); Primary (34); Other (12)

**Sector:** Public/State (85); Private (67); Other (10)

## 1. Questions related to teacher identity

- i. **What adjectives can be used to describe the kind of teacher you are:** Creative, hard-working, co-operative, flexible, enthusiastic, loving, passionate, motivated, helpful, innovative, supportive, friendly and active?

*Clearly teachers' self-esteem is healthy in this regard! Just one negative response was submitted ('anxious'). It is important that teachers have these positive views of themselves as they imply that they are motivated and recognise that the work they are doing is meaningful and useful. This supports the above point related to how long teachers have been in post, i.e. they have the endurance and resilience to continue, despite constraints they may face. Overwhelmingly, the words used relate specifically to their human characteristics and personal attributes rather than technical or methodological expertise. It also possibly supports views expressed in the literature of how the above enthusiasm, passion, co-operativeness, friendliness, etc. can impact positively on students' enthusiasm and motivation (see below).*

- ii. **Is your persona in the classroom different from that outside of the classroom?**

Yes (86)

No (76)

*With further investigation, it would be interesting to ascertain what aspects of their different personas are different in different domains and how exactly teachers modify them when they are in the classroom compared with outside the classroom. At the very least, it is useful for respondents to have considered this question related to their (non-)teacher identity.*

- iii. **"I feel part of ...":**

a. an international group of English language teachers;

b. each group of students I teach;

c. my school community;

d. my department at school;

e. a national group of English language teachers;

f. an international group of non-native speaker English language teachers;

g. a national group of teachers?

*The majority chose a. as the 'truest' for them. This possibly ties in with certain CPD activities many of the respondents engage in such as international conferences (122), networking with other groups of teachers (54), joining Special Interest Groups (43), joining teachers' associations (41) and subscribing to teachers' magazines (37). All of these could contribute to respondents' feelings of belonging to an international community of English language teachers. Interestingly, a more or less equal but large number chose b. as 'the truest' and 'least true'. Accurate interpretation is limited with only quantitative data, but one possible conclusion is that for those for whom this was 'least true', creating a classroom community with cohesion and collaboration is not a priority; it may be difficult to attain due to certain constraints or it may be that they have not been supported in how to foster such a classroom climate. Again, it would be interesting to follow this up with interviews to acquire qualitative data to find out exactly why this is the case. A much smaller proportion chose g. as the truest, which suggests that the international nature and reach of our profession provides a stronger sense of professional identity than national affiliation, and perhaps more concentration is needed within individual countries to help teachers feel more part of a cohesive 'home' community.*

**iv. Which of the following have had a positive influence on your approach to teaching and your style of teaching? (Most positive to least positive):**

A course or workshop I have attended (93)

A past teacher (78)

A teacher trainer (76)

All of the above (65)

A particular group of students (58)

A present or past colleague (52)

None of the above (9)

Other (8).

*This clearly signifies that CPD activities have had a significantly positive impact on developing teachers' personas as well as their skills. The high proportion of respondents who chose 'a past teacher' suggests that the influence a teacher has can have a lifelong effect on us. The dataset offers interesting insights into the interpersonal teaching styles, attributes and behaviours these teachers value in their own remembered teachers. What this data does not tell us is whether their teacher in mind was a positive or negative role model, but if the latter, it serves as a reminder not to be like them. And of course, the opposite could be true. If so, it would be interesting to find out through further investigation to what extent these respondents have adopted styles and behaviours from these positive role models and how much of their teacher identity is based on these compared to other attributes they have.*

**2. Questions related to motivation and resilience**

**i. What for you are the five key factors for a. maintaining and b. limiting enthusiasm and satisfaction with your teaching?**

Responses in descending order:

**a.** I'm helping students enjoy their learning (124)

I'm making a difference (114)

I have a healthy rapport with my students (90)

I am able to develop my practice through CPD (88)

I love my subject (76)

I enjoy working with children and young people (71)

I love the variety – every day is different (67)

I have a healthy rapport with colleagues and can rely on their support (59)

I find my teaching challenging (49)

I can achieve a good work/life balance (40)

I am well-paid (21)

I have long holidays (5).



- b. I am poorly paid (72)
  - I feel my administrative workload is too great (71)
  - A lack of support from my management (69)
  - Many of my students are not motivated to learn English (63)
  - A lack of work/life balance (55)
  - I have to deal with too many changes in the curriculum, government reforms and teachers' responsibilities (54)
  - My school is poorly resourced (54)
  - I often feel stressed (52)
  - I have to deal with too much difficult behaviour (49)
  - Too much pressure to help students prepare for exams (36)
  - A poor relationship with colleagues (14)
  - Teaching is boring and unchallenging (14)
  - I lack confidence in my own teaching (6)
  - I lack confidence in my own competence in English (6).

*This dataset informs us that the vocational and affective elements of teaching are of significant importance to the respondents. Helping young people develop socially and academically, and also nurturing positive rapport with them, are important factors that help teachers sustain enthusiasm and resilience. It also suggests that mental health and wellbeing support in the workplace is not as effective as it could be, and some schools might consider addressing this with focussed CPD activities and general support throughout the year. It is encouraging to note a large number of teachers who are passionate about their subject and have the motivation to seek general professional development activities themselves. It is of some concern that only 40 respondents achieve an acceptable work/life balance, suggesting perhaps that their lives are, to an extent, consumed by their jobs resulting in insufficient time and space to reenergise by spending time pursuing leisure activities or time with family and friends. Teachers perhaps feel undervalued, measured by the feeling of being 'poorly paid'. Added to this is the large number of respondents reporting that the level of bureaucracy involved in their jobs as well as government reforms and frequent changes to the curriculum are issues that affect their mental health and wellbeing. The literature tells us that a teacher's enthusiasm while teaching can be infectious and result in greater motivation of learners. However, these results show that quite a high proportion of teachers' students lack motivation, and this negatively impacts on teachers' own motivation (a vicious circle?). There could, of course, be many reasons for this, but if teachers feel this is true for them, it would be very worthwhile to investigate this further with their own classroom research. Looking at the responses in the 70s, 60s and 50s related to 'limiting enthusiasm and motivation', it seems that the greatest reasons are more to do with external pressures at an institutional and national level resulting in teacher burnout.*

- ii. **I have been trained in ...** (in descending order):
  - Interpersonal skills to develop rapport, dynamics and group cohesion (112)
  - Aspects of classroom language and interaction (105)
  - How to make creative use of the classroom space (99)
  - Carrying out classroom research (50)
  - How to maintain a teacher's mental health and wellbeing (43)
  - Breathing and use of voice in the classroom (42)
  - Relaxation techniques (33).

*It is encouraging to see that many respondents have received some training in classroom interaction skills for relational purposes, i.e. nurturing rapport and creating a conducive classroom climate, though what cannot be verified here is the quality of this training and which specific areas it covered. It would be interesting and important to investigate this further. It might be considered that skills in these areas are more concrete and therefore more 'teachable'. There seems to be a distinct lack of support for teachers in methods for personally caring for and sustaining their mental health and wellbeing. It might be given a higher priority in order to help teachers avoid burnout and sustain resilience. These could take the form of training in relaxation techniques, breathing and yoga. It could be implied from this dataset that there needs to be more of a balance in the encouragement and support teachers receive from their institutions in terms of training in methodology and training for better health and wellbeing.*



# Practical applications

The following are example activities based on the areas of teacher identity, resilience and motivation and reflect data gleaned from the survey responses as well as issues raised in the literature reviewed above. It is made clear which are more suited to self-reflection, personal research, lesson observation or a teacher training workshop.

## Training activity 3

### Personal emails to students

*This is an ongoing activity that involves the teacher initiating an email exchange with individual students and sustaining the communication across a whole term. It is an effective way of getting to know one's students on a much more personal level – there may not be time during class to engage in such meaningful, personalised exchanges and/or students might not be willing to discuss certain topics in class but are happy to do so in a personal email to their teacher.*

To initiate the activity, the teacher writes the same short email to every student in a class, e.g. *“Hi X. I’m writing to learn a little bit more about you (your interests, your thoughts and ideas about different things, family, hopes, etc.) but also help you with your English. It would be great to keep the emails going so I hope you write soon.”*

Students will of course reply at different times and send short or longer emails back. Each time, the teacher asks follow-up questions and encourages students to elaborate on things they have written. Sometimes I also comment on the recipient's participation in class and make a point of thanking or praising her/him for a particular contribution. Continuing to ask questions is essential in order to make students feel obliged to reply. It is also very important for the teacher to disclose appropriate personal information as the exchange continues.

The main aim of the activity is for the teacher and student to forge a more meaningful relationship and get to know each other better. As this develops, it results in a better rapport and dynamic in the classroom because a personal connection has been made outside of class. Of course, if a teacher has a large number of students in their class, this means quite a lot of additional work, but this will ease with time if replies are spread evenly over a week. The secondary aim is that it provides students with authentic writing practice. Rather than the teacher explicitly correcting errors, a certain amount of ‘invisible error correction’ is possible. For example, if the student writes: “Last weekend, I have been to the cinema with my friends”, the teacher may reply: “You went to the cinema last weekend? What did you see?” etc.

## Training activity 4

### Mind your (classroom) language

*This activity involves audio or video recording a lesson or if that isn't possible, asking a trusted colleague to observe the class and make notes. If the former, the teacher may need to get permission from students, parents and/or the school. Ask teachers to complete the form below (or adapt it as appropriate) in as much detail as possible.*

**Keep a tally of how many times you do the following:**

Classroom language	Verbatim examples	Student reaction/response
Asking a display question (the teacher already knows the answer)		
Asking a referential question (the teacher does not know the answer)		
Giving praise		
Criticising a student		
Dealing with unexpected problems, e.g. a student arriving late; looking at their phone		
Asking for elaboration		

In post-observation reflections (if the teacher was observed by a colleague, it would be extremely helpful to do this with her/him), focus on the following and devise an action plan for improving on them, if necessary:

- The nature of student involvement during the lesson (think of the principles of Flow)
- The balance between the amount of teacher talk, and student talk
- The physical environment in the classroom (lighting, space, air, warmth, etc.)
- The teacher's personal qualities and rapport with learners. What is it like to be a student in this class?
- How active and motivated do learners seem?
- How many of the teacher's questions were 'probing' and elicited personal responses from students? Did they show personal interest in the students' responses?
- Can you identify examples of face-threatening acts? What was the result?
- Can you discern whether the teacher addressed students' positive or negative face during certain exchanges? Which resulted in better rapport building?
- Identify times the teacher lowered or raised their status. For what reason? What was the result?
- Identify exchanges that could have gone better. What could the teacher say if given the chance again?
- Did the teacher vary their language when giving praise? Was the language they used excessive or proportionate?
- Did they give praise for good behaviour (attentiveness, etc.) as well as successful completion of tasks?
- Did criticism outweigh praise or vice-versa?
- Was praise given equitably to stronger and weaker students? Teachers sometimes neglect to give praise to stronger students – they need it, too.

Teachers could offer to observe colleagues, completing the same task for them? It is a relatively straightforward professional development activity that fosters collegiality and mutual support and allows teachers to focus specifically on these aspects of rapport building and classroom climate.

## Training activity 5

### The leaving speech

*This activity can be done individually in the form of a piece of personal writing and self-reflection or given to a group of teachers/trainees to do individually at home and then bring their writing to class to share (or even perform) and discuss.*

Many British people find it uncomfortable receiving compliments. For example, if a colleague tells you how much they appreciate your support, a typical reply might be: "Oh think nothing of it. You'd do the same for me", rather than: "Well, I'm really glad you found it useful". That said, you could argue that there is a tendency to go through life not expressing our appreciation of colleagues, friends and family or saying how much we value their friendship and support. Sometimes, for example, when we hear retirement speeches given by a manager, it might be one of the few times that the colleague who is retiring has heard positive comments being made about them. People have often said complimentary things to me about other people, and I have asked if they have told that person directly, as I was sure they would have been uplifted to hear them. Very often the answer is that they haven't. Why is this? Do people find it difficult to give and receive compliments? Are there cultural differences involved? Speeches given at retirement events often give a glowing, personalised account of the person in question and hopefully, these positive comments were actually communicated during the person's time working there as well.

Ask the teacher to write a 250-word leaving speech, (i.e. they are leaving their school to work elsewhere) *for themselves!* They should write it from an *objective* point of view *in the third person*. All comments should relate to their teaching and work within the school. They should consider what they have achieved so far in their professional life generally and the kind of colleague and teacher they are/have been at your current school. They might also focus on what their future professional objectives might be.

If you are doing this as part of a workshop or CPD activity, ask the teachers to work in groups of three (at the beginning of the following session after they have written their speeches at home) and to discuss the following questions:

- How did you feel about writing your own leaving speech? Did you find it a positive exercise? Why/Why not?
- Did you find it difficult saying only positive things about yourself? Why?
- Did you make more comments that you felt were actually true about yourself or were the comments more related to how you would like to be perceived by others?
- Did it help you identify aspects of your teaching that you feel need further development in? Which?
- How can you make some or all of your objectives a reality?
- Have you ever told a colleague or student face-to-face or emailed them to express gratitude for something they have done? (For example, *I recently emailed a student thanking him for engaging so well during a particular lesson. I made my comments very specific to things he had contributed and asked follow-up questions. He wrote back, clearly delighted to receive my email.*)

## Training activity 6

### Teacher status

*This activity is best done as a group. If this is not possible, the principles embedded in the task should still allow teachers to reflect on aspects of their own teacher/student interaction in or outside class and how they slightly or less frequently dramatically shift their status for different purposes and different intended outcomes.*

Ask the group what they understand by the term *status*. Many will probably say that it refers to some kind of predetermined, socially-constructed hierarchy or pecking order. As explained above, for our purposes in the context of teacher/student interaction, you are going to use the term *personal status* to refer to how important and confident we feel about ourselves at any given time during face-to-face interaction and how we pitch our status according to how we feel about the person or people we are communicating with. We may also raise or lower our status to regulate the flow of communication and manage affect and rapport (see the section “Interaction in Classrooms: Face, Status and Classroom Presence” for more details and an example – this can be summarised by the teacher educator).

Tell participants that you are going to use a status scale (1 – 10): If you have an 8, 9 or 10, your personal status is high to extremely high, which will be reflected in the way you walk, your posture, the amount and type of eye contact you make, the way you use the space, your voice, body language and the way you sit. As you go further down the scale towards 1, 2 and 3, these behaviours will obviously change. Explain that a status of 1, 2, 9 and 10 is quite extreme and rarely displayed in real-life classroom situations by a teacher, though the higher ones may be necessary in some circumstances.

Place a chair at the front of the room facing the group. Ask for a volunteer and tell them that you are going to *secretly* give them a number from 1 to 10. They are to imagine that it is now their first class with a new group of students and that the number they have received represents their personal status. They must completely adopt their status, taking the points you explained above into consideration. Ask them to enter the room, approach the chair, either sit down or remain standing (it is up to them), and in one or two sentences introduce themselves to the group as their new teacher and give the topic of their lesson, all within their status.

Encourage enthusiastic applause for the volunteer’s impressive acting skills and ask the group what they think the status number was. While you elicit their guesses, ensure they give detailed justifications related to the above points, plus anything else they think is relevant. Ask the group how they would react, as students, if their teacher entered the room in this way. Then ask the volunteer to reveal their number and invite further comments. It is important to point out that there are no right or wrong answers. Different people will have different perceptions of what constitutes low, middle or high-status behaviour.

Repeat this with two or three more volunteers, with you choosing the numbers to ensure that several different statuses are acted out.

Round off the activity with a whole-group discussion. The following points might be raised:

- **High-status behaviours with positive effect might include:**
  - a strong, clear voice with quite a slow delivery and confident use of silence/pauses
  - letting your space flow into the group's with open body language (uncrossed arms and legs, head up and no self-touching or nervous tics)
  - a still head with minimal eyebrow movement
  - equitably sharing and holding eye contact
  - a confident posture (long spine and feet firmly planted on the floor)
  - holding your head to one side
  - low- to mid-range pitch in your voice
  - smiling
  - purposeful, quite slow movement up to the chair, body leaning in
  - keeping a physical distance from the group, pausing for a second at the door
  - not speaking until you have reached the chair, standing in front of the chair.
- **Other points and questions for discussion related to 'first lessons':**
  - It seems that our first encounters with someone new are very important and shape the way we perceive them long after the first meeting. It is also instinctive human nature to reach conclusions in a matter of seconds about new people we meet. According to social psychologists, most of us 'thin slice' when we meet people for the first time, that is, we are able to gauge a lot about another person in a very short period of time, and it is surprising how accurate these conclusions can be.
  - Also, according to social scientists, most of us exercise 'confirmation bias'. This means that when we meet someone new and draw a positive or negative conclusion about their personality, (e.g. this teacher is friendly or that teacher is unapproachable), we will look out for further signs of their friendliness or unapproachability in the future and won't necessarily perceive and acknowledge when they are behaving otherwise.
  - Some students have made up their minds – positively or negatively – about you (from your previous students) before they have even met you, so giving them a positive first impression and debunking their prejudices is important.
  - There is a myth current among newly-qualified teachers in the UK that you shouldn't smile in the first six months ('you shouldn't smile before Easter'), in order to come across as strict and in control. However, if you demonstrate to your students from the outset that you are caring, enthusiastic and personable, but also professional, credible and confident, this is more likely to generate respect, compliance and engagement.
  - When you display a genuine smile with mouth and eyes to someone, it is almost impossible for that person not to smile back. Try it!
  - Find something out about your students in the first lesson to show that you are interested in them as individuals. This will also help you to remember their names, as you will be able to make that association with them. This also immediately communicates that you would like to create rapport with them.
  - The 'expressivity halo effect' is a term social psychologists use to refer to positive feelings towards others who are expressive and animated. This is certainly true for teachers and students, though the concept should be exploited naturally and in moderation.
  - Actor training refers to an actor's 'moment of orientation' when entering the acting space, i.e. those first two or three seconds when we enter a space, make our presence known and acclimatise ourselves to the new environment. This might be a useful reference point for teachers whenever they enter a class. Ask the group if they have ever walked into their classroom and not been noticed by the class, who don't even look up but instead continue with their texting or chatting. Demonstrating some of the higher status behaviours above can improve our presence. Students need to know when the lesson begins and when it is time to focus and start work. Beginnings of lessons and getting them off on the right foot are very important.

## Training activity 7

### Work/life balance

*This activity can be done individually in the form of a piece of personal self-reflection. It can also be carried out during a workshop/CPD activity or given to a group of teachers/trainees to do individually at home and then bring their writing to class to share and discuss.*

Discuss with your group what a concise definition of 'teacher burnout' might be. Something along the following lines should be drawn out and recorded.

Burnout is essentially an issue related to the negative feelings we derive from the people we work with (colleagues and students), our working environment (physical environment, administration and the job itself) and the personal pressures we put on ourselves to achieve. For some teachers, these feelings can result in physical and emotional exhaustion, frustration and disenchantment with the job, usually after many years' service.

Ask participants to copy the following on a piece of paper (they may need to add/delete certain domains to make it specific to their own priorities in life):

<b>Teaching</b>									
1	2	3	4	5	6	7	8	9	10
<b>Professional development/studying</b>									
1	2	3	4	5	6	7	8	9	10
<b>Friends</b>									
1	2	3	4	5	6	7	8	9	10
<b>Family</b>									
1	2	3	4	5	6	7	8	9	10
<b>Leisure activities</b>									
1	2	3	4	5	6	7	8	9	10

Mark with a cross your level of satisfaction for each domain (0 = complete dissatisfaction and 10 = complete satisfaction). When answering, consider:

- how much time, on average, you spend on each domain every week
- whether you would say the quality of your engagement in each is satisfactory
- if you spend the right amount of time on them proportionate to all of your priorities
- which areas you don't find as satisfactory as you would like and what kinds of interventions/remedial actions you can make to address this
- if this visual representation of your life priorities suggests you have a reasonable and healthy work/life balance, i.e. our happiness is derived from a number of domains, and if not, how you can address the imbalance
- if this suggests that you give yourself adequate opportunity to completely switch off from your teaching work; If not, why not, e.g. being able to read work emails on your phone?
- whether you consciously protect your downtime in a systematic way
- when working, (not teaching in the classroom, e.g. marking or writing reports and emails), whether you set yourself a time limit and then have a brief rest. *[For example, when I know I have got lots of marking to do, I work for 40 minutes, then take a five-minute break and repeat this until all/most of the marking is done. Breaking up the task in this way helps me to retain concentration, avoid fatigue and ultimately, produce work that is of higher quality].*

Here are some suggestions for remaining 'fresh' as a teacher and also maintaining a satisfactory work/life balance. These, as well as the points above, can be discussed first in small groups and then in plenary, after participants have completed the task:

- Attending and possibly delivering workshops/talks at conferences and teacher development events
- Organising conferences and workshops
- Peer observation
- Starting or joining a teacher development or special interest group
- Organising or getting involved in a school theatre production
- Carrying out classroom research with a colleague
- Reading – not just directly related to your subject but also to fields that might feed into your teaching, e.g. Neuro-Linguistic Programming, Social Psychology and Science *[I have found the books of Malcolm Gladwell fascinating and occasionally, I do find some of what he writes is relevant to my teaching and training work.]*
- Having a number of outside interests, e.g. singing in a choir, joining your local theatre group or joining/starting a book club
- Learning something new, such as a foreign language or a musical instrument
- Keeping physically fit, e.g. running, walking, dancing, yoga, joining a gym class or cycling.

# Conclusion

It is hoped that on reading this guide, teacher educators are encouraged to consider systematically embedding more focus on maintaining teacher resilience and motivation in their programmes. While teachers across the world face constraints imposed on them at institutional and national levels in terms of excessive workload, poor work life balance, salary, etc. I hope that the guide offers some useful insight and practical suggestions on how to sustain enjoyment and mental and physical wellbeing mainly through the recognition of the importance of rapport and creating positive classroom climates. Clearly, the human attributes and personal qualities of teachers are crucial if we want ourselves and our students to flourish. Undoubtedly, the interpersonal skillsets covered here can be developed to an extent through experience; but leaving it to experience alone may be an unreliable and painful path to expertise. So, in addition to recognising the importance of these areas, it is hoped that teacher educators will incorporate more opportunities for open discussion and a sharing of possible, practical solutions.

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How can interventions that focus on (a) teacher identity, (b) teacher motivation and (c) teacher resilience be incorporated into existing CPD programmes that focus on more transactional pedagogical skills?

## About the author

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