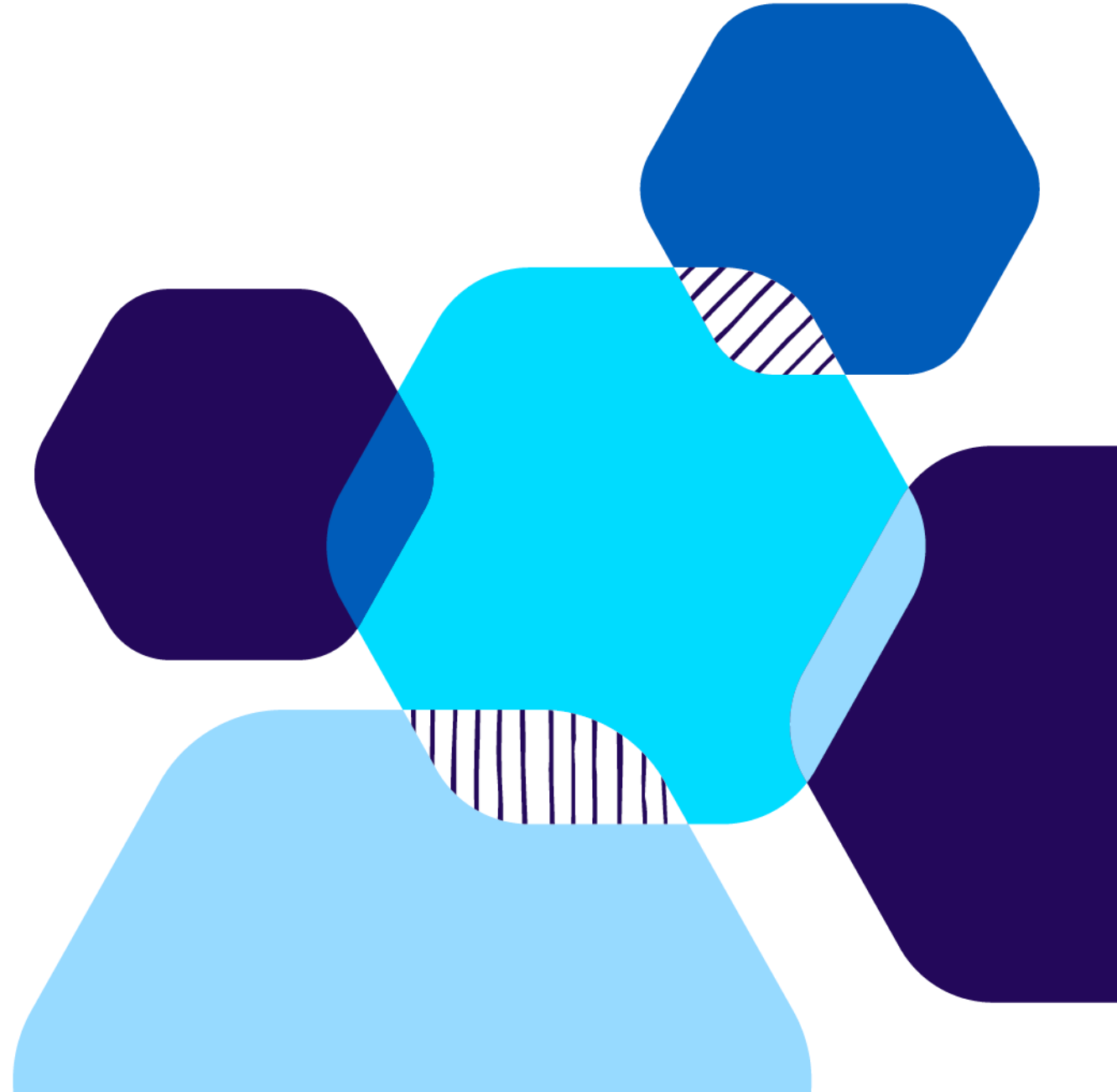


TeachingEnglish

Using English clubs to teach emotional learning

Babacar Gueye Diouf

Saturday 21st December 2024



About the speaker

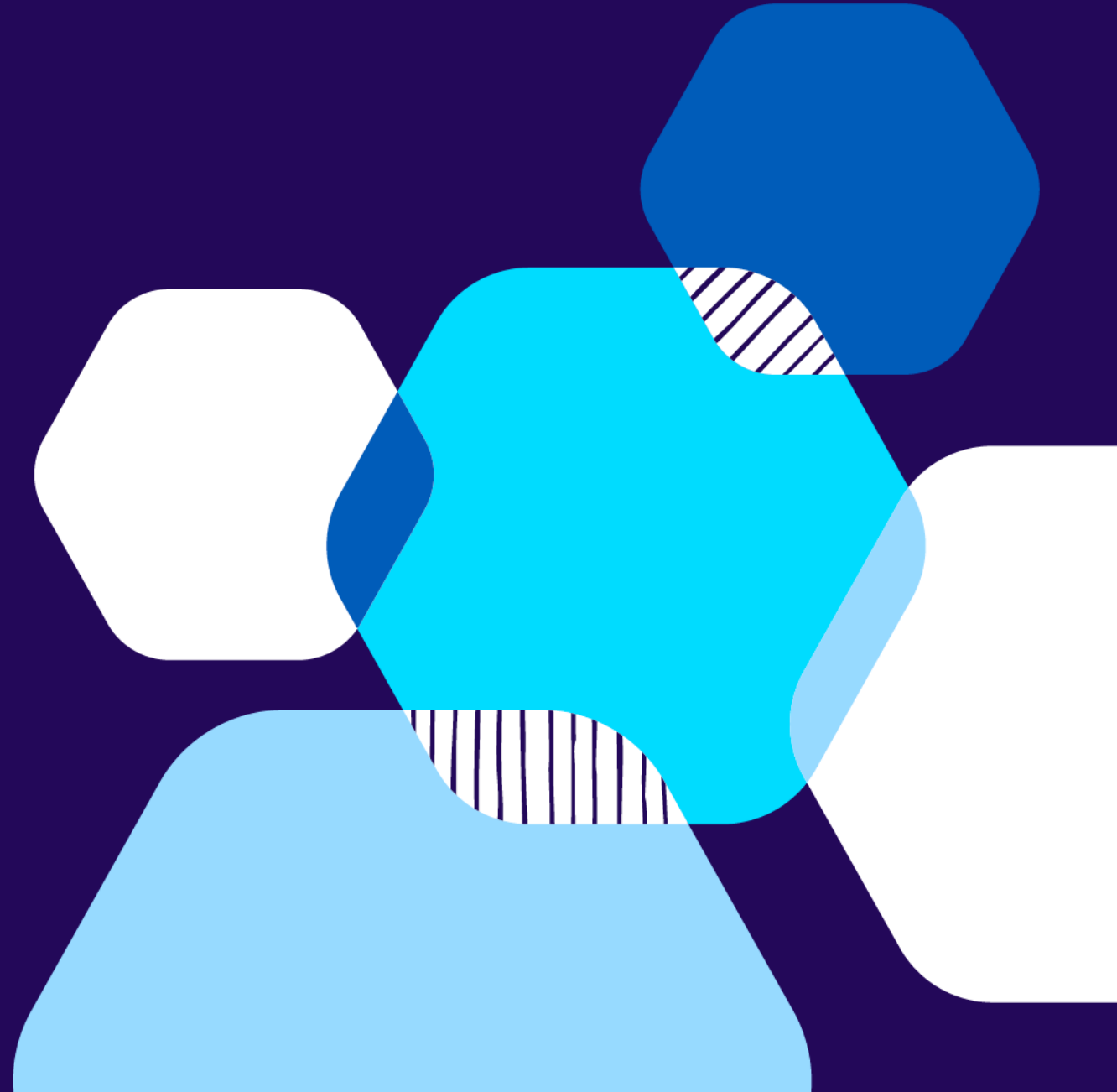
Babacar Gueye Diouf is an ELT educator who lives in Foundiougne (Fatick region). He has been teaching English and French for fourteen years. After his Masters degrees at Cheikh Anta Diop University, he succeeded in the teachers' training school FASTEf in 2011, where he spent two years before being posted in Diongui-Thikité Junior High School. There, he spent four years before joining Mbam High School where he is currently teaching.

Babacar has a real passion for education, sports and personal and professional development, and he is also a very active member of ATES national board and ATES Fatick branch where he is the Head of the English Club Committee.



Objectives

- To get teachers thinking about how to involve learners' emotions in English clubs
- To define Social Emotional Learning
- To discuss other SEL activities



Do you run an English club?

Why?

Why not?

How can you set up a sustainable English club?



How to set one up:

1

Find a
meeting
place

2

Choose
a day

3

Develop a
plan for
the year

4

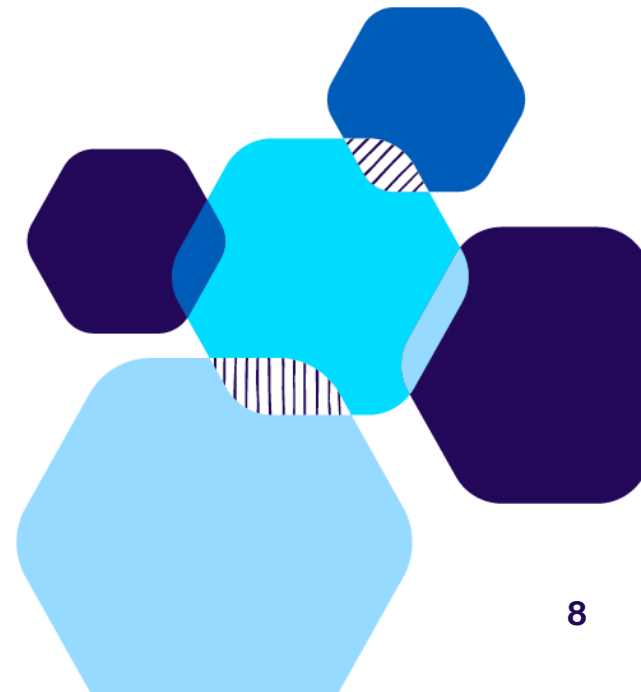
Commit

In my English club ...

One day I entered my English club and found a very silent class with many girls crying.

What would you have done?

Please answer in the chat



What did I do?

Played 'hot seat'



What is 'hot seat'?

What challenges do you think I had?

www.britishcouncil.org



Challenges

- Total silence at the very beginning
- Some female students were reluctant to speak
- Others ignored the rules of the game
- Many were ashamed to speak after that situation

What would you have done next?

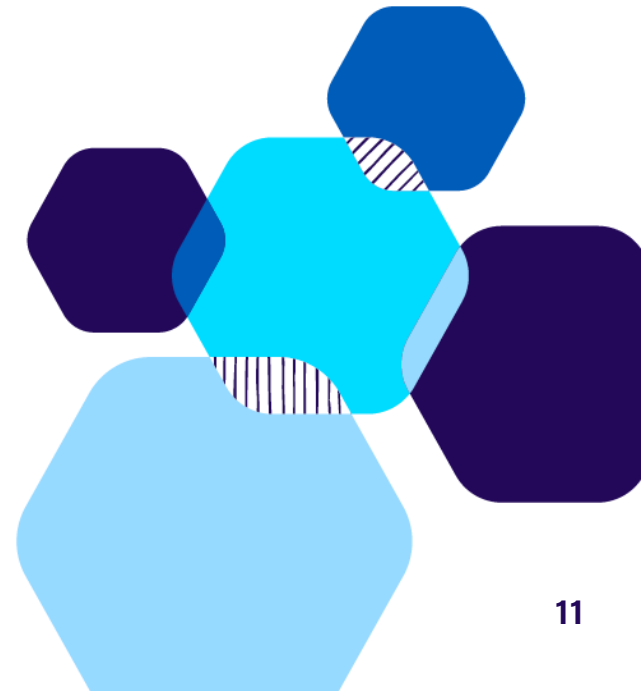


This is what I did

- I interrupted the game and sat on the chair to show them how to do it
- I put a motivational present on the table for the winner
- I shared the task and let students control the game with (a time taker – a referee – a floor-distributer – a prize-giver)
- Sang the song of our English Club together



What do you think the results were?



My results

- I noticed that all the students were engaged in the game
- Female students had completely forgotten their problems
- Letting the students lead allowed them to feel self-confident
- Making them sing together brought again union even though it was not the origin of their problems

Now what activity would you suggest to understand why the female students were crying?

Interview

I set up an interview between a journalist and an artist.

At the beginning of the interview I made male students the journalists before swapping the roles.

Imagine what I discovered?

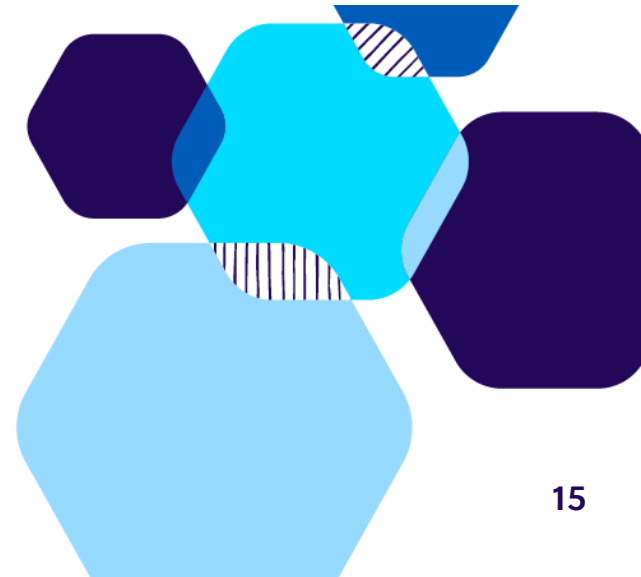
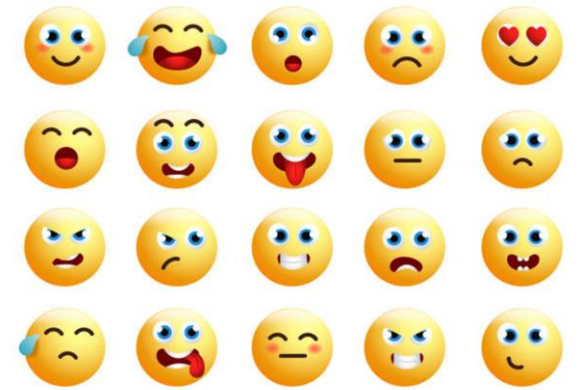


What happened?

- Many female students seized the occasion to pour their heart out
- Others did not hesitate to talk about what had happened
- Male students brought their support as interviewers
- Some forgot about their problems just after having revealed them
- I took the necessary time to give them advice and encourage them to forget about that problem.

What is emotional learning?

‘Broadly speaking, social and emotional learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school’. (AI generated)



Why are English Clubs an effective place to develop SEL?

Students are freer in the English Club

They come because they want to

They are free to propose what to learn and activities to do

They can easily forget about their problems because the club is their second family

What SEL activities have you done, or could you suggest?

Practical ideas to develop SEL in English clubs:

- Help students do sketches or write poems and perform them to their peers
- Celebrate special days (birthdays - victory - coming back - departure - wedding - good marks...)
- Vary activities and let students sing, dance and kill their stress or shyness (but not without regulation)
- Organise PBL for cooperation (social actions, community service etc)
- Organise group work and role-plays to grow empathy among them

Take-away tips

- Try out some of the practical ideas
- Think about more ways of helping your learners with their Social Emotional Learning

Be ready to share and discuss on Friday in the EnglishConnects Telegram group!



References

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/pre-intermediate-a2/hot-seat>

<https://www.nu.edu/blog/social-emotional-learning-sel-why-it-matters-for-educators/#>

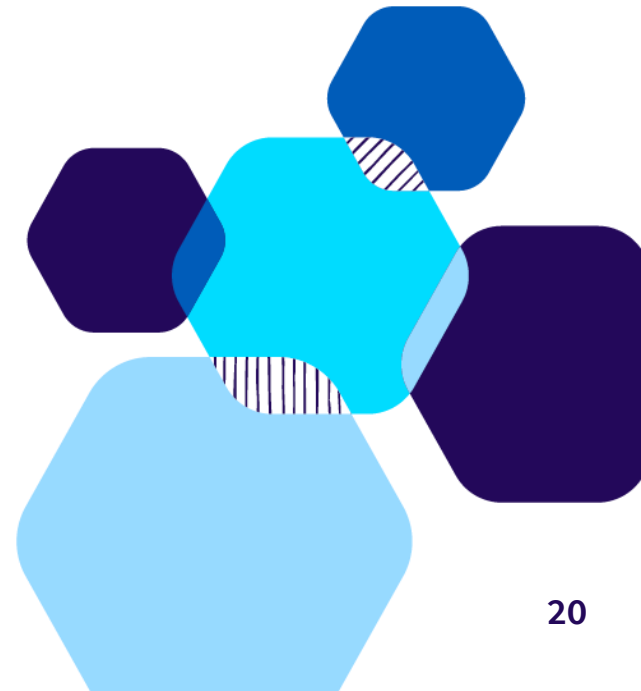
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I will share with you this very famous thought:

**‘KIDS DON’T LEARN FROM PEOPLE THEY DON’T LIKE’
Rita Pierson**



Thank you

Any questions?

