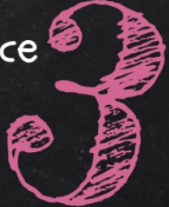






“If I were you ...”: Unpacking teachers’  
emotions in the EAN Project

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# Emotions in educational settings

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Do emotions have a place in kindergartens?





# Do emotions have a place in kindergartens?

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Teachers are  
human beings



Emotions and cognitions  
are

- closely interrelated
- socially embedded



Teachers  
experience intense  
emotions

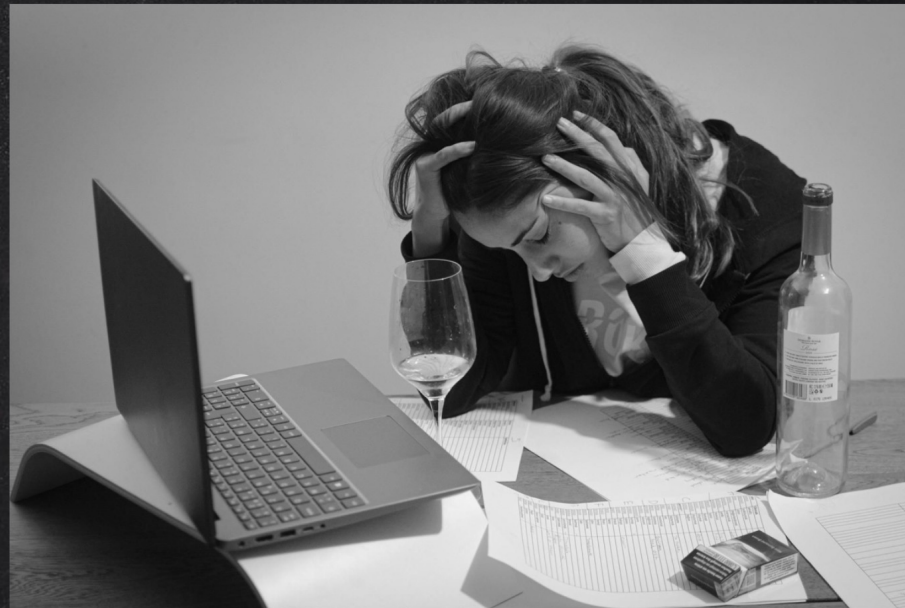


Emotions relate to

- learning
- teachers' professional  
development

# More research

- Teachers' emotional experiences and regulation attempts are associated with burn-out and poor teaching performance (Carson 2006)
- Teachers' emotions can effect educational change (Zembylas 2005)





# 2 Unpacking teachers' emotions in the EAN Project

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# Before the EAN Project

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Kindergarten  
Teachers



Parents



Kids



# After the EAN Project

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Kindergarten  
Teachers



English Language  
Teachers



Parents



Kids



vs



How would you feel if you were the  
kindergarten teacher?





VS



How would you feel if you were the  
parents?



VS



How would you feel if you were the  
English teacher?





VS



How would you feel if you were the kids?

# Some views

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## Kindergarten Teachers

- "Great! I can have a break now!"
- "Oh, no! I don't want anyone around MY kids"
- "That will be fun!"
- "I'll have a colleague to help me"

## Parents

- "Does that mean we need to have private English classes, too?"
- "Is it going to be confusing for my kid?"
- "Oh my God! My kid does learn!"

## English Teachers

- "Great! I can do the job I love in a school setting!"
- "Oh, no! There are no books!"
- "I can't teach by playing!"
- "Kindergarten teachers are amazing! They know how to handle these little ones very well"



## EAN achievements (Alexiou, 2020)

- Introducing a foreign language in preschools can have
  - linguistic
  - cognitive
  - socio-cultural
  - affective benefits for kids
- The role of the teacher is central
- The choice of materials is crucial



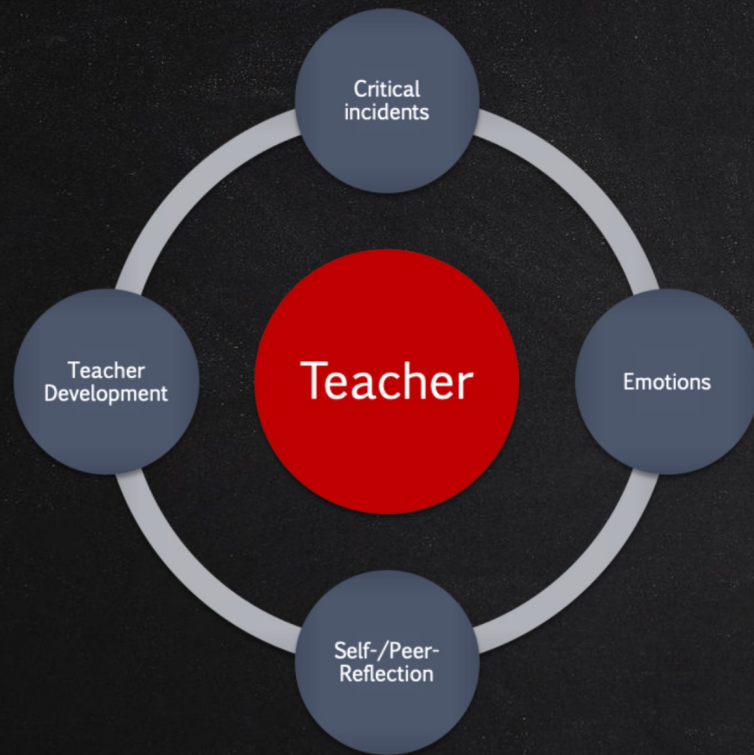
# 3 Teacher Collaboration in the EAN Project

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Karagianni, E. (2012). Teacher Development and Emotions: An ICT-based reflective/collaborative approach. Available at <http://thesis.ekt.gr/thesisBookReader/id/31746 - page/1/mode/2up>

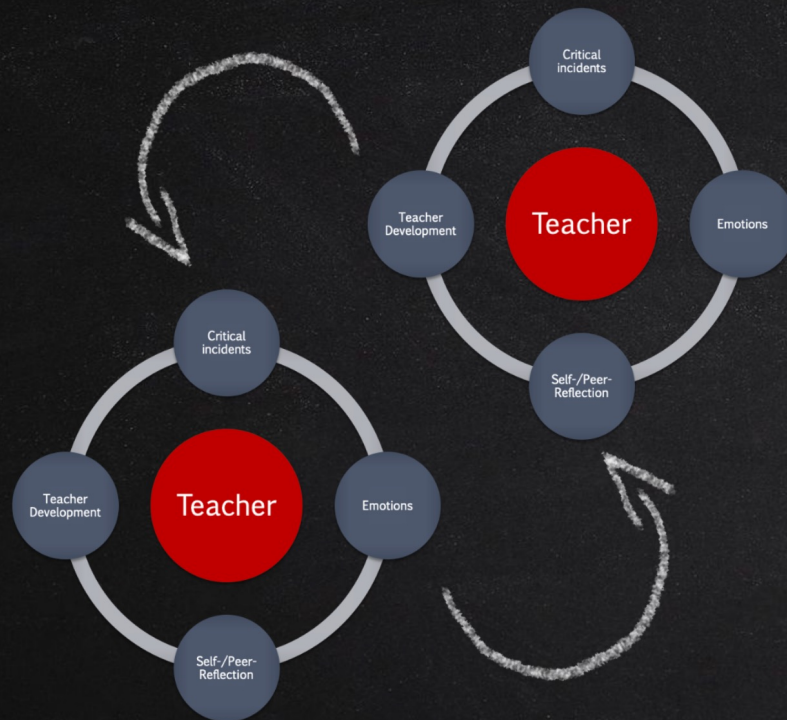
## Teachers' Emotions & Professional Development

The EAN project got teachers to

- a. collaborate
- b. plan together
- c. share
- d. reflect
- e. create/join communities



# Teachers' Emotions in the kindergarten



- promote collaboration between colleagues when teachers discuss complex issues and seek solutions
- urge them to seek alternative courses of action in order to turn negative emotions into positive ones
- affect critical reflection skills
- help them develop

# An overview of how EAN unpacked teachers' emotions and promoted their professional development

Karagianni (2022)

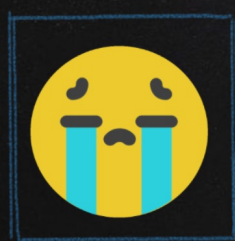


EAN Teachers' emotions  
(positive and negative)  
improved teachers' efficacy



Emotions and cognitions are

- closely interrelated
  - socially embedded
- and EAN teachers shared emotions and ideas with colleagues



EAN Teachers  
experienced intense  
emotions of  
frustration,  
disappointment,  
insecurity, excitement



Teachers' Emotions in EAN related to

- learning
  - teachers' professional development
- through common planning, reflection & discussions





3

4



1



THANKS!

2



**Ευαγγελία Καραγιάννη**

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