

**Emotional Trigger:
Anxiety**

On average, 50% of language learners experience debilitating anxiety. Cognitive processing (thinking, assimilating information) is short-circuited by anxiety which can be manifested in many ways.

Here, write the activity from the second page that can mitigate this trigger – and your reason why you’ve chosen this activity:

**Emotional Trigger:
Low Self-Confidence**

Students with low self-confidence don’t want to make mistakes in front of their classmates and so don’t raise their hands to answer questions, don’t take chances so as not to make mistakes, and can act with extreme shyness or disruptiveness.

Here, write the activity from the second page that can mitigate this trigger – and your reason why you’ve chosen this activity:

**Emotional Trigger:
Frustration**

Frustration often appears in students who need different ways of learning new information. They may not learn by listening or they need to move or speak or write. Not having opportunities to process information differently leaves students feeling frustrated with themselves, the learning environment, and their teachers.

Here, write the activity from the second page that can mitigate this trigger – and your reason why you’ve chosen this activity:

- One activity to mitigate a common emotional trigger:

Outline the criteria for each assessment very clearly and have a co-agreement with our students that this criterion is fair according to the lessons that have led up to the assessment.

- One activity to mitigate a common emotional trigger:

Remind students that mistakes help us to learn.

- One activity to mitigate a common emotional trigger:

Share daily, weekly, and monthly objectives. The more students have a voice in what they are going to learn, the more control they will feel in the learning process and the less agitated they will feel.