

Scenario A

Setting up Activities – General English

1 Read the scenario and identify the main issue(s).

Add notes about the **ISSUE**

2 Brainstorm your approach

Add notes on what you might **PREPARE**

Add notes on what you might **DO**

Add notes on what you might **SAY**



Scenario – Teacher Bella

Bella is a novice teacher who was observed teaching a General English class as part of her ELICOS induction program. Bella displayed nervousness during the lesson, and the observer noted that two groups of students were confused about how to proceed with a writing activity, possibly due to Bella not checking the instructions before starting the activity. In her post-class reflection, Bella admitted to feeling a bit lost while setting up the writing task and disappointed with students' achievement of the task.

Use 'T' for Text to type your **NAMES** here:



Brainstorm Area

Scenario A

Setting up Activities – General English

The following are **sample solutions** only. There may be many alternative approaches. Discuss these with your teaching teams for additional insights and approaches.

Teacher Bella

Bella is a novice teacher who was observed teaching a General English class as part of her ELICOS induction program. Bella displayed nervousness during the lesson, and the observer noted that two groups of students were confused about how to proceed with a writing activity, possibly due to Bella not checking the instructions before starting the activity. In her post-class reflection, Bella admitted to feeling a bit lost while setting up the writing task and disappointed with students' achievement of the task.

Brainstorm Area



Issue:

Giving effective instructions

Prepare:

a checklist/set of instruction check questions for your own reference
a resource(s) to refer to for support e.g. EA webinar Library "What starts well ends well"

Do:

approach Bella with empathy and extend praise for self-identifying an area for improvement
engage Bella in a discussion about strategies for effectively setting up activities
collaborate with Bella to revise and refine the instructions for the activity

Say:

"It's okay to feel nervous -it means you care. I still get nervous every time I teach a new class."
"How did the students respond to the writing task?"
"I noticed that two groups seemed confused about what to do at the beginning."
"I understand how disappointing it feels when things don't go according to plan. It usually happens for me when I forget to...(check instructions)"
"What strategies do you typically use to check instructions?"
"Would you like to work together to rework the instructions for the activity now?"

Scenario B

Target Language Use – Academic English

1 Read the scenario and identify the main issue(s).

Add notes about the **ISSUE**

2 Brainstorm your approach

Add notes on what you might **PREPARE**

Add notes on what you might **DO**

Add notes on what you might **SAY**



Scenario – Teacher Jackie

Jackie, an experienced Academic English teacher, undergoes annual observations as per the policy of her ELICOS college. In a recent observation, the goal of Jackie's lesson was for students to practise functional language related to giving opinions and agreement/disagreement (speaking). Ss were speaking a lot. However, the observer noted that the task did not actually require students to use the target language. Students need this language for upcoming assessments. During feedback, Jackie became defensive, stating that student enjoyment and engagement were more important to her than strict adherence to the target language.

Use 'T' for Text to type your **NAMES** here:



Brainstorm Area

Scenario B

Target Language Use – Academic English

The following are **sample solutions** only. There may be many alternative approaches. Discuss these with your teaching teams for additional insights and approaches.

Teacher Jackie

Jackie, an experienced Academic English teacher, undergoes annual observations as per the policy of her ELICOS college. In a recent observation, the goal of Jackie's lesson was for students to practise functional language related to giving opinions and agreement/disagreement (speaking). Ss were speaking a lot. However, the observer noted that the task did not actually require students to use the target language. Students need this language for upcoming assessments. During feedback, Jackie became defensive, stating that student enjoyment and engagement were more important to her than strict adherence to the target language.

Brainstorm Area



Issue:

Poor task design; teacher defensiveness

Prepare:

Revise the learning aims of the task/unit

Look for task alignment with reference to curriculum/assessment outcomes

Consider ways to modify the task design for your own reference

Do:

Listen to Jackie's viewpoint and acknowledge it without passing judgement.

Guide the discussion using prepared questions to encourage reflection and exploration of alternatives.

Maintain a calm and constructive tone throughout the conversation.

Say:

"I agree that student engagement is important, and it's great to see students actively participating."

"If we wanted to give more attention to the target language to support upcoming assessments, what strategies might we use?"

"I have a few ideas but what ways do you think we can modify the activity to better integrate the target language."

Scenario C

Supporting Reading Skills – Academic English

1

Read the scenario and identify the main issue(s).

Add notes about the **ISSUE**

2

Brainstorm your approach

Add notes on what you might **PREPARE**

Add notes on what you might **DO**

Add notes on what you might **SAY**



Scenario – Teacher Asha

Asha, a General English teacher with 3 years teaching experience, has recently transitioned to teaching English for Academic Purposes (EAP). She is eager to enhance her new students' reading skills. During an observation conducted by a newly-appointed Academic Manager, students faced challenges in completing reading tasks such as identifying paragraph main ideas. Although Asha diligently monitored the students and provided guidance, she lacked specific strategies for effectively supporting their reading comprehension. In her post-lesson reflection, Asha seeks guidance on providing effective feedback to develop reading skills, which is not a particular area of expertise for her Academic Manager.

Use 'T' for Text to type your **NAMES** here:



Brainstorm Area

Scenario C

Supporting Reading Skills – Academic English

The following are **sample solutions** only. There may be many alternative approaches. Discuss these with your teaching teams for additional insights and approaches.

Teacher Asha

Asha, a General English teacher with 3 years teaching experience, has recently transitioned to teaching English for Academic Purposes (EAP). She is eager to enhance her new students' reading skills. During an observation conducted by a newly-appointed Academic Manager, students faced challenges in completing reading tasks such as identifying paragraph main ideas. Although Asha diligently monitored the students and provided guidance, she lacked specific strategies for effectively supporting their reading comprehension. In her post-lesson reflection, Asha seeks guidance on providing effective feedback to develop reading skills, which is not a particular area of expertise for her Academic Manager.

Brainstorm Area



Issue:

Skills gap for both the T and Observer

Prepare:

Discuss the request with an experienced Academic Manager or trusted peer, in confidence, to gather additional insights and advice.

Do some research on articles/webinars that may be helpful

Do:

Praise the T's attitude and diligence in working with Ss

Be honest, empathetic and collaborative

Say:

"I'm pleased you've chosen to focus on an area that's so important in EAP classes. Providing effective feedback in EAP can be challenging, especially in the moment."

"Tell me more about your planning process. How do you currently anticipate potential problems and plan for feedback in your lesson preparation?"

"I am not an expert in this area but I share your interest in learning about approaches to student feedback. I recently came across this resource that I found helpful in addressing similar challenges. Would you be interested in exploring it together?"