



# BALEAP PIM: Leadership and Management in EAP

Saturday 5 June 2021

***Streamlining, flexibility and support:  
A review of preessional observation  
strategy in the shift to remote teaching***

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# Workshop outline

- 1) Our context
- 2) The observation process
- 3) Snapshot videos





# Operational context 2020

- Diverse preessional programmes:
  - PG EAP
  - PG BME
  - UG
- Variable entry points: 20-, 15-, 10-, 6-week courses
- 120 teachers & language support tutors
- 18 observers
- 1100 students





# Teaching context

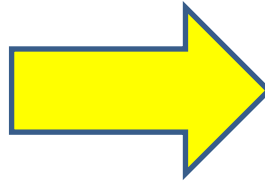
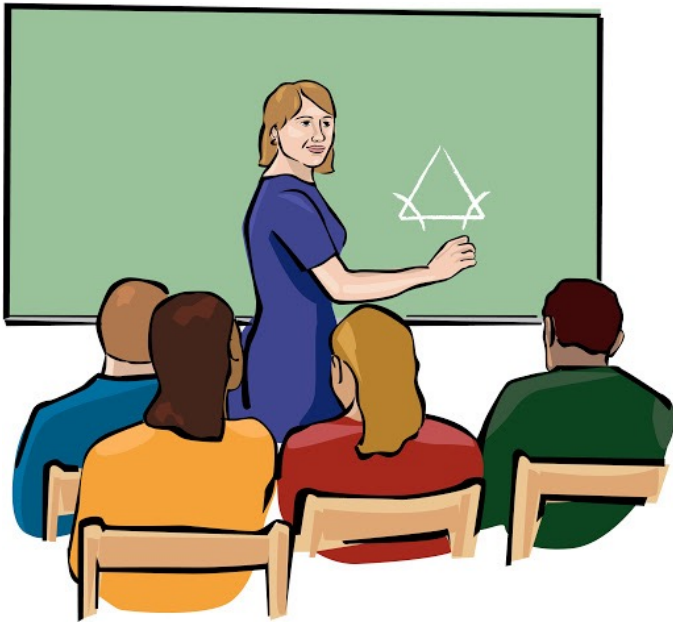
- Intensive courses: high teaching, assessment & admin load
- Diverse knowledge, skills, backgrounds:
  - TEFLQ-qualified teachers with limited EAP
  - EAP (Masters+ qualified) but no CELTA
  - Returning /new teachers
- British Council accredited centre

Accredited by the





# Spring 2020





# Observation process

## 3 overriding concerns

- 1) Streamlining the process
- 2) Increased flexibility
- 3) Support for teachers & observers





# Observation process

## 1) Streamlining

- Duration
- Documentation
  - Lesson planning template
  - 'Hot' reflection
  - Teaching observation report (TOR)



**LESSON PLANNING TEMPLATE**

<b>Name of teacher:</b>		<b>Name of observer:</b>	
<b>Date/time of observation:</b>		<b>Programme (e.g. Pre-session):</b>	
<b>Planned learning focus:</b>	<b>Personal development aim (What you would like the observer to focus on):</b>		
<b>Context</b> How does this session fit in with course objectives and learners' current & future academic language needs? How does this session link to the previous/next one?	<b>Planned learning outcomes</b> What will learners be able to do that they could not do before? <i>By the end of the session, learners will be able to...</i>	<b>Anticipated issues for learners &amp; strategies for dealing with them</b> What difficulties might learners have with language, understanding or completing tasks set? How can you support them?	<b>Differentiation</b> How can you make sure that all learners are included & challenged, e.g. differentiating by task, outcome or student role?

**SESSION PROCEDURE**

<b>Approximate timings</b> Anticipated start time of each stage	<b>Stage aims</b> List each aim in a separate box below. <i>e.g. To develop gist listening skills</i>	<b>Learning materials, activities &amp; tasks</b> What materials, activities & tasks will help learners meet each of your stage aims?	<b>Assessment of learning</b> How will you check learners have met your stage aims, e.g. monitoring their performance, asking targeted questions, an online quiz, self- or peer-assessment?

**Planned follow-up learning activities after class:**





## CLASSROOM OBSERVATION: 'HOT' REFLECTION (OPTIONAL)

<b>Teacher:</b>		<b>Observer:</b>	
<b>Date of observation:</b>		<b>Programme:</b>	
<b>Learning focus for students:</b>			

It is recommended that you spend no more than 15-20 minutes on this task.

DEVELOPMENT AIM	Teachers comments / reflection
<ul style="list-style-type: none"><li>• What was your personal development aim?</li><li>• To what extent do you feel you met this aim?</li></ul>	
POINTS OF INTEREST	
<ul style="list-style-type: none"><li>• What is on your mind?</li><li>• What interested you about the lesson?</li><li>• What aspects of the lesson would you like to discuss with your observer?</li></ul>	





## TEACHING OBSERVATION REPORT (TOR)

(Reflecting British Council accreditation criteria 2018-2021 & the BIA Capabilities Framework)

Teacher:		Observer:	
Date of observation:		Programme, e.g. Preessional:	
Learning focus:			
Personal development aim:			



KNOWLEDGE & PLANNING	Observer's comments / summary of post-feedback discussion
<ul style="list-style-type: none"> <li>• 1.1: EAP subject knowledge*</li> <li>• 1.2: Understanding the EAP learner</li> <li>• 1.3 Lesson planning</li> </ul>	
DELIVERY AND REVIEW	
<ul style="list-style-type: none"> <li>• 1.1: EAP subject knowledge</li> <li>• 1.4 Classroom management</li> <li>• 1.5 Learning technologies</li> </ul>	
FURTHER COMMENTS	





## **SECTION 1: TEACHING SKILLS**

### **1.1 EAP SUBJECT KNOWLEDGE**

### **1.2 UNDERSTANDING THE EAP LEARNER**

### **1.3 LESSON PLANNING**

### **1.4 CLASSROOM MANAGEMENT**

### **1.5 LEARNING TECHNOLOGIES**

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## **SECTION 2: PROFESSIONAL BEHAVIOURS**

### **2.1: UNDERSTANDING THE SHARED UNIVERSITY CONTEXT**

### **2.2: TAKING RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT**

### **2.3: BUILDING RELATIONSHIPS**

### **2.4: PERSONAL ACCOUNTABILITY**

### **2.5: ORGANISATIONAL SKILLS**





## 1.1 EAP SUBJECT KNOWLEDGE

**Definition** The ability to analyse & describe language systems (lexis, grammar, phonology & discourse) and language use (in spoken & written text) in an academic context. The ability to communicate this knowledge effectively to learners.

**How is it relevant?** EAP learners expect their teacher to have the knowledge & expertise to help them effectively. Sound subject knowledge enables teachers to identify the difficulties learners face and select appropriate ways to develop language & language use.

Sub skills	Core	More demanding	Most demanding
<b>Knowledge of the language</b>	Understands terminology to describe language, language use & skills in an academic context. Able to make use of reference materials & colleagues to develop understanding where necessary.	Demonstrates a wide & detailed understanding and supports less experienced colleagues.	Makes use of research tools, e.g. language corpora, to inform understanding of how language is used. Highlights the relevance of language, tasks & skills development to learners. Trains & mentors less experienced colleagues. Creates & shares own materials.
<b>Selection &amp; grading of language</b>	Selects/grades appropriate examples of academic language & use to meet learners' needs.	Demonstrates a clear awareness of learner needs & difficulties in the EAP context.	
<b>Focus on &amp; practice of language</b>	Able to convey information about language, form, meaning & use through the use of different techniques & materials.	Uses a range of strategies & techniques to recycle language & extend practice. Selects, adapts & supplements materials appropriately to achieve this.	
<b>Developing understanding &amp; use of spoken &amp; written language</b>	Uses techniques & procedures for developing the four skills appropriate to the academic context.	Uses a range of techniques. Includes appropriate focus on learner strategies & study skills.	Responds flexibly to learner contributions. Makes skilled judgements about how & when to deal with learners' questions.
<b>Response to learner contributions</b>	Demonstrates awareness of learner difficulties & acknowledges learner contributions.	Demonstrates clear awareness of factors which cause difficulty as a result of cultural, L1 or other factors.	

<b>What it is</b> <ul style="list-style-type: none"> <li>Establishes clear &amp; relevant contexts for language use, tasks &amp; skills practice</li> <li>Demonstrating awareness of style, register &amp; language use in an EAP context</li> <li>Carefully checking understanding of key concepts &amp; lexical items</li> </ul>	<b>What it is not</b> <ul style="list-style-type: none"> <li>Failing to provide accurate/appropriate information about language, use or skills</li> <li>Assuming rather than checking learners' understanding</li> <li>Testing rather than developing learners' skills</li> </ul>
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# Observation process

## 2) Flexibility

- Pre-meeting
- Duration
- Live v Zoom recording
- Documentation
  - Lesson planning template
  - 'Hot' reflection





# Observation process

## 3) Support (for teacher & observer)

- Documentation
  - Lesson planning template
  - 'Hot' reflection
  - TOR







**Recommendations & suggested resources:** (to be completed by observer)

**Teacher reflections on the observation process / implications for future pedagogical practice:** (to be completed by observee)

Observer:	Signature:	Date:
Observee:	Signature:	Date:





# You & your context

- How have you adapted the observation process in your own context(s)?
- How applicable or relevant are the ideas you've seen so far?

Add your thoughts and ideas to the Popin.

<http://popin.it/cj27ja>







# What are CPD Snapshots?

- Short 'explainer' videos (2-7 minutes) on an aspect of teacher development.
- Menu grows each year.

## CPD Snapshot Support Videos

Snapshots are grouped by general topic. Please let a coordinator know (or contact Jane Sjöberg directly) if there is a topic you would like to see covered in a video of this kind. Alternatively, consider making a recording of your own and sharing your 'Insider Insights'.

<a href="#">Lesson Planning</a>	<a href="#">Teaching EAP</a>	<a href="#">Scaffolding Learning</a>
<a href="#">Teaching Tips</a>	<a href="#">Differentiation</a>	<a href="#">Error Correction</a>
<a href="#">Responding to Learners' Needs</a>	Blank	Blank





# Examples

- <https://www.youtube.com/watch?v=wKGHty0Vxpw>
- <https://www.youtube.com/watch?v=QNTJPVr2B0c&t=3s>





# Impact

- Series began in 2019 with little engagement.
- Too top-down? Not ‘face-to-face’?
- Move to online learning sparked enthusiasm among teachers and observers.
- Relevance of digital format? Overcoming digital reluctance? Time-saving? Renewed thirst for development opportunities?



# Becoming more responsive

- We encouraged teachers, observers, and coordinators to suggest topics based on emerging needs.
- Snapshots can be signposted as a relevant resource in post-observation feedback.

## Recommendations & suggested resources: (to be completed by observer)

- For chunking and checking and how these relate to instructions, you might like to (re)visit the CPD Snapshots on scaffolding <https://youtu.be/AyQf6C-i6B4> and <https://youtu.be/sBXwj8XM4Z0>
- Use Zoom session transcripts to check ration of T-S talk and think about how to reduce your TTT





# Tech Tools

- [Powtoon](#) (expensive; needs licence).
- Slideclips function in [PresenterMedia](#) (cheaper; a bit fiddly but doable).
- [VoiceThread](#) (limited free licence; allows viewers to contribute comments/videos etc via free sign-up).





# Hosting options

- Static recordings can be created for posterity and added to a VLE but take up digital space.
- Sharing resources via URL (e.g. private YouTube channel) makes access easier.






# Where next: Insider Insights

- Teachers and support staff are invited to create and upload their own short recordings (audio/video) to share good practice.

## CPD Snapshots

CPD Snapshots are short and snappy animated videos designed for busy teachers. The menu of videos will grow in response to teacher suggestions. Please let a coordinator know (or contact Jane Sjöberg directly) if there is a topic you would like to see covered in a video of this kind. Alternatively, consider making a recording of your own and sharing your 'Insider Insights'.

## Insider Insights

Insider Insights are short (3-8 minutes max) informal videos presenting CPD experiences from teachers and support staff 'at the coalface' who wish to share their professional practice and experience. They may also be a great starting point to work on a longer more formal live presentation to share later in the course e.g. at the CPD conference. More information about contributing can be found [in this document](#). 



[CPD Snapshot Menu](#)

[Insider Insights Menu](#)



# Over to you

- How applicable are videos of this kind in your own context? What are the risks/opportunities? (Feel free to think beyond CPD.)
- Add your thoughts and ideas to the Popin.  
<http://popin.it/84c9fn>







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