SCAFFOLDING TO PRESENT- AN EFFECTIVE PRACTICE FOR SUPPORTING PRESENTATION

AIAER Oman Chapter conducted a professional development program on Best Classroom Practices on Thursday, 16th June 2022. It was a short session with two speakers sharing their best and successful classroom practices with their colleagues.

The best practice shared **by Mr. Mathew Joseph** from the English Language Center, UTAS Ibra was titled '**SCAFFOLDING TO PRESENT'.** Scaffolding refers to a method where teachers offer a particular type of support to students as they learn a new concept or skill**.** Students at the General Foundation Program are expected to present a familiar topic in front of their classmates for 3-5 minutes. Unfortunately, many students are reluctant to present due to various reasons. The presenter explained how he supported the students by giving models from the classroom itself in order to boost their confidence. Feedback given after each presentation eased the stress level and helped them to overcome their fear and nervousness. Eventually students were able to shed their inhibitions after a few weeks of practice.

GIVING ONLINE AUDIO FEEDBACK – A PRAGMATIC PRACTICE FOR GIVING EFFECTIVE FEEDBACK

Mr. Rudra Prasad from UTAS, Ibra, ELC shared a best practice that he used in his writing class in the foundation classes in the AIAER Oman chapter session.

At the outset, he briefed the audience how he happened to develop this best practice. He said that one day, after the class, he found a written work, an essay of a student lying down under the table. He at once picked it up and looked at the name and it was indeed by a student from his own writing class. The very fact that the student turned a blind eye to his feedback made him ponder over alternative modes of feedback. This led him to the use of both written feedback and audio feedback. He also displayed a sample of a written feedback given to a student for the audience. He went on to say that he would also send the student a short and precise audio recorded message with details on the errors that the student committed in his written work on MS teams. According to him, the audio feedback message helps the students to understand the errors better than the written feedback and this enables the student to redraft his writing better. Though this form of feedback has a lot of merits, according to him, it has its own limitations too, one of them being the long audio messages being a deterrent.

The practice was well appreciated by the audience in general.

Report: **Matthew Joseph and Joseph Arakkal Chacko**