

Observation Task 2: Observing a teacher during a Listening Lesson

After the Observation:

- 1 What preparation (i.e. pre-listening activity) did the teacher give the learners before they listened to the text?

If they had some preparation, select (a) if they did not, select (b).

- a. How did the **pre-listening activity** aid student understanding?
- b. What pre-listening activity might have been done to help them understand the target language better?
 - The teacher played a video about robots to engage the students.

- 2 Were the learners engaged in a **while-listening activity**/activities?

If they were, select (a); if not, select (b).

- a. What were the aims of the **while-listening activity**/activities?
- b. What while-listening activity/activities might have helped the learners more to understand what they were listening to?
 - To check students listening Skills, and their understanding.

- 3a. Did the learners have a **post-listening activity**/activities?

If they did, select (a); if not, select (b).

- a. What were the aims of the **post-listening activity**/activities?
- b. What post-listening activity/ activities might have helped the learners more to understand what they had heard?
 - To engage students by making them active learners and prepare them for the next activity given.

- 4a. How many times did the learners listen to the text / recording?

b. **Would it have increased their understanding if they had been allowed to listen to the text/recording again? Explain.**

- c. Did the learners hear the whole text at once, or in parts?
If so, which was the most helpful?
 - Its better to listen to the Audio twice, the first-time students should listen to answer on the questions, but the second time is to check their answers. There is no need to stop the audio and explain because grade four are old enough to do the listening activity by them self's.

Reflection

Think about the advantages and disadvantages of using the model of **pre-, while- and post-listening activities** to teach a listening lesson. Write first from the perspective of the teacher and then from the perspective of the learner.

Observation Table: For Task 2 Teaching Listening

Section: 5 Number of learners: 31 Date: 5- March-2018

Length of lesson: 45 min Name of teacher observed: Shikha

Language Learning Goals:

Kind of Preparation	Time spent on preparation	Was purpose stated (Y/N)	Type of text, topic and length	No. of times text was heard
Writing the objectives on board Asking Students to talk about what they know by looking at the title and the objectives	3 min	Y	Sequencing cut-out cards to make the correct order of the story	once
Posing the video and Explaining the important clips	5 min	Y	Video about robot's inventions The video is 4 minutes long	twice

Materials used: Book, Listing Audio, worksheet.



Activity	Time	Interaction	Teacher (activity + actual words said)	Students (activity + actual words said)	Purpose / objective of the activity	MCT comments
Ordering a story	14 min	T-SS SS-SS	T explained the Activity T moves with her checklist.	SS order the cards together	learn how to sequence the events of the story	
whispering game	8min	T-SS S-S	T whispers in a S ears as an example so SS understand the game	S whispers a fact learned during the class about robots in her classmate's ears S classmate says the Fact loudly	Fun game to remember facts about the subject(robots)	



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