



## Observation Table, Task 1: Reasons for speaking in the classroom

Class: 4 section: 5

Number of learners: 31

Length of lesson: 45min

Teacher observed: Shikha Al Shamsi

Language Learning Goals: ----

Materials used: Learners Book

	Reason for speaking	Maryam	Meera	Shama
1	Learner repeats word(s) after teacher - (whole class together)	✓	✓✓	
2	Learner repeats word(s) after teacher - (group / pair together)			
3	Learner repeats word / phrase after teacher - (individual )			✓
4	Learner answers direct question from teacher	✓	✓✓✓	
5	Learner answers open question from teacher	✓	✓	
6	Learner asks teacher a question		✓	✓✓
7	Learner answers a partner in English - (pair/ group work activity)			
8	Learner answers a partner in Arabic - (pair/ group work activity)	✓✓	✓✓✓✓	✓
9	Learner speaks to the teacher informally - (Add E for English; A for Arabic)			✓
10	Other reason(s) for speaking			✓  She explained why she was late



### After the observation

Write your answers in the boxes:

- What was *the most* common reason for speaking?

1-To Answer Direct Questions asked by the Teacher  
2- classmates guiding each other during the Activity in Arabic

- What was *the least* common reason for speaking?

Repeating words After the teacher in groups, the teacher didn't Ask them to repeat.

- Were there any boxes with *no* ticks?

Yes, box 2 and 7

- How much of the lesson was spent on the teacher using 'Teacher Talk', in your opinion?

12 min

- Do you feel it was too much / too little / just the right amount of talk? Why / Why not?

A little above the right amount, because as I learned in EPR with sir Robin a human can concentrate up to his age+1 which means 12min is little above grade four students concentration time

- What do you think is an appropriate sequence of interaction patterns?

T-S , S-T , SS-SS

- Now consider how much Arabic was used. Do you think it was used appropriately? Why? / Why not?

It was Appropriate, whenever students talked in Arabic the teacher reminded them they need to talk in English.

The teacher doesn't use Arabic that much, she uses Arabic only when she teaches a new hard vocabulary's.

### Extra reflection

You do **not have to** do this activity. However, if you want a higher grade, you must do it. If you are interested in thinking about this subject more, consider the following reflection.

### Reflection



Choose **one** of the following:

- A. Why is talk important?
- for teachers?
  - for learners? (Think about the What and How.)

B. Why is it important to think about using English for *varied purposes* in the classroom?  
For example, not just for giving an example, but also for correcting, for praising, for everyday uses, like asking for help, or asking to borrow something?

**C. What role do you think Arabic should play in the English classroom?**

- **Using Arabic can be very helpful during teaching student's new concepts or new vocabulary's, Which a native speaker can't. Some students even with lots of explanation and by looking at picture's they still don't get the point. So having a teacher that can speak Arabic when needed is very helpful.**