**Observation schedule for Research Assistants**

These points are to help you with what to observe while you visit the classes. You may want to sit in a corner of the class, not too far away from the students and peer tutors while observing the lesson. Try, if possible, to take detailed notes while you observe what the students and their tutor are doing. If you cannot do this during the lesson, try to write your notes as soon as possible after the end of the lesson. Collect and keep any materials that were used in the lesson and/or take photographs of them.

**General information about the lesson:**

Date and time 26th October 2019 8-10am

Location

UNAD Resource Centre

Who is present and takes part

* RA P05, PT P06 and Deaf Students

**Questions to think about when you observe and write about your observations:**

1. **The beginning of the lesson**

-How did the lesson start? What did the tutor say to begin the lesson? What did the students do?

* This was a continuation of the RLE (Telephone) session and focus of the lesson was teach students how to use the word ‘buy’ or ‘bought’. The Tutor began by telling students examples of how we buy things such as telephone, watches, socks etc. as students watched in affirmation and gave their examples in turn in sign language.

1. **The place and the setting:**

-What does the classroom look like?

-How are the seats and tables arranged? Where do the students sit? Where does the tutor sit or stand?

-Is there a blackboard or flipchart? Is there any other equipment in the room and is it used during the lesson?

* The setting is was perfectly set in semi-circular shape with chairs and tables and PT stood in front of the student with a white writing board which had flip chart. There is a projector but it was not being used during observation.

1. **What is happening during the lesson**

-Describe any activity or exercise the students do: what materials did they use (written texts, magazines, books, SLEND?)

-What is the topic of the activity?

-What instructions or explanations does the tutor give?

-What do the students have to do? (Read a text? Write something? Talk together about a text? What exercises and tasks are part of the lessons on this topic? Do they work on new words? Are there any grammar exercises?)

* The topic of the activity was ‘’how to use ‘buy’ and ‘bought’
* The tutor wrote a list of sentences such as I will buy a phone, My father bought a phone, I will buy new clothes etc. and explained to student as they watched and read the sentences/ texts from the white board/flipchart and ask some questions.
* Emphasis was on explain the grammar explaining the difference between present and past tenses.
* Students would raise hands and come forward to write examples of sentences using those vocabularies.
* At some point they asked the difference between sell and buy. I/P05 has to come forward and demonstrate the meaning of sell and buy by having a simple role play where one student act as a seller and another who is in need of a phone act as a buyer. The buyer goes to seller and buy a phone while the seller sells his phone. This helped make some clarity on the difference between buy and sell.

1. **The content of the lesson:**

*These questions are for the RAs who observe classes with* ***young adults****:*

-What is the topic? For example, is it linked to English that students use in everyday life? Is it about topics such as politics or sports or jokes? Or is it about forms and other texts that are needed in everyday life? Do they work with printed texts or with online forms or websites?

-Who suggested the topic? The tutor/the students? Did the students bring in texts they found in the town or at home?

* The topic is ‘use of ‘buy’ or ‘bought’. It is in form and other texts and is linked to everyday lives of student. It was drawn from the RLE/Telephone which was suggested by students and the fact that deaf students, in their everyday lives both at home and school, are involved in buying different things for their own use.
* They worked with printed texts, by cutting out papers and writing on the white board.

*These questions are for the RAs observing lessons for* ***children****:*

-What is the topic of the lesson?

-What books or other materials are used?

-Do the children mostly learn new signs or do they also learn some English letters, words or sentences?

-Do they do any role playing, drawing or writing?

1. **How is the teaching done**:

-Do the students work in pairs, or in groups or on their own?

-Do they have to discuss and work on tasks together?

-What guidance does the tutor give? Does s/he help them?

-Are all students taking part?

* Students worked in in pairs especially during discussions and role plays where some would act as buyer others as sellers, but during writing texts such as sentences students did it as individuals with support from Tutor.
* Tutor P06 guided them on elaborating why and how to use some grammars that would appear in a sentence such as ‘will’, ‘a’ ‘buying’ etc.
* Students were actively involved and they would often raise hands to come forward and try write examples of sentences.

1. **Learning in the classroom:**

-What parts of the lesson were successful? Please give examples.

-What kinds of skills were practiced in the lesson? How were students combining their learning of reading/writing, fingerspelling, signing, using computers, filming, etc.?

-What were some difficulties that learners had with the lesson? Please give examples.

-What other comments do you have about the learning?

* Understanding the difference in tenses was successful e.g. buy, bought, will buy. Students also somehow mastered how to use ‘a’ in some sentence e.g. on countable and uncountable nouns.
* Understanding the concepts looked easy after explanation but writing out texts and filling in tenses in a sentence was challenging. E.g. where to include the word ‘will’ in sentence that has ‘bough’ or ‘buy’.
* Students combined well their signing and texts e.g. ‘my brother’ and then writing it out. They also used paper cut outs with words inscribed which they used to construct sentences.
* and children could act from the start to end demonstrating the full story of Ann goes to school. Signing vocabularies and objects was also successful as well as finger spelling. Children demonstrated full comprehension of the story e.g. what the story is all about and what took place.
* The kind of skills practiced was the understanding of the concepts/grammar.e.g. ‘Bought’ to mean that something is already bought and or is in the possession and use of their buyer. This was achieved through the role play.