**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: *8th October, 2018 4pm*

Location: *Demonstration School for the Deaf*

Who is present and takes part: *Peer Tutor P10 and nine 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?

*P10 introduced the lesson by telling the pupils they are going to learn basic conversation skills, so they can communicate with others through writing.*

*The Tutor presented pictures of series of activities for the children to observe and talk about. He then introduced major key words and helped students sign and spell. The pupils were excited talking about the pictures.*

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 classroom looks like the normal classroom setting with tables and chairs arranged in row and column in fixed setting. There was a projector which display content from the laptop to the whiteboard.*

*The Tutor mostly stand in front of the class but roam from one desk to another to assist students who might have difficulties*

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?)

*P10 printed out the reading materials and handed a copy each to the students. They observed individually and finally talked about the pictures in groups.*

*The P10 introduced the topic of the lesson as “conversation”. He told them conversation is very important to share information.*

*The pupils were made to read the sentences provided in English structure. After the reading, they were taught sign language syntax. The pupils then did the reading in front of the class while the Peer Tutor record them.*

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?

*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?

*The topic of the lesson was “conversation” where pupils were made to read basic English sentences and translate them in sign language syntax.*

*The reading material / handout was printed by the Peer Tutor and distributed to the children. New word in the conversation sentences such as chewing, dressing, falling and jumping were taught. The children know the sign for all the words but cannot relate them in writing.*

*No exercise was given. Children were made to read one after the other while the Peer Tutor help them when they deviate.*

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?

*The pupils did the reading individually and then in groups. The Peer Tutor served as a guide when pupils have difficulty recalling some of the key words taught.*

*P08 offered assistance only with the sign language syntax after the pupils have been taught English equivalent. The pupils were excited with the reading activities and asked for more. All the pupils took part in the reading activities*

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?

*The lesson was successful as pupils were able to read all the grammar sentences given to them with the aid of the pictures. The reading was projected, and pupils did the reading in front of the class. They were excited to do so. The only problem was that two of the pupils have difficulties recalling what was taught unless otherwise given hints.*

*The pupils asked for repeated spelling of the key words to help them remember. This is an indication that that love what was being taught to them.*