**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 15th November 2019 9-11am

Location

Uganda School for the Deaf, Ntinda

Who is present and takes part

* RA P05, PT P06 and Deaf children

**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?

* The lesson started by the PT who reminded children that this was a continuation practice of the story ‘’Anne goes to School’’ and asked if they could remember the story to which children replied in affirmation and by displaying the book (Anne goes to school) which PT had distributed to each child.

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 not perfectly set as we would love to see. There are four long tables, three set in a format of ‘’n’’ shape and the forth table is in in front which sometimes obstruct those seated at the back. Students sit along those tables (left, right, real/back and in front tables) while the PT P06 stands in front of them at the blackboard. There is blackboard and PT uses white chalk, duster, ruler. The classroom has many posters of objects accompanied by words placed on the walls.

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 ‘’Ann goes to School’’. This is a story from a book where it describes the journey of a deaf young girl named ‘Ann’ who is taken to school by her dad on a motorbike and handed over to the teacher to begin class.
* The aim is to engage children into reading, writing signing activities. P06 instructs Children to read and sign pictures of persons e.g. (Ann, Dad, teacher, fellow school mates etc.), objects (motorbike, bag, shoes etc.) and surroundings such as school, home and fingerspell names.
* Children did form groups and play role plays where one child act as Ann, another as Dad, another as the Bike man, teacher, fellow class mates etc. The play is as per the order/story in the book.
* After that P05 had to repeat by reading the book in front of children and confirming if they understood or not. Thereafter children did engage in exercises by writing basic sentences/grammar from the book e.g. ‘This is Ann’, ‘This is dad’. Note this was a continuation of activities, words/vocabularies had been previously taught.
* P05 and P06 had to clarify on some basic grammar. E.g. children, when asked to write ‘this’ they wrote ‘you’ instead of ‘this’ and we had to demonstrate the difference between ‘you’ and ‘this’.

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 was ‘’Ann goes to school’ (reading, signing and writing)
* The book used is ‘Ann goes to school’
* Children leant new signs such as sign for ‘this’/pointing, grammar, practice finger spelling which are available in the book, words such as goes/go and sentences e.g. ‘This in Ann’ which they would build upon to white more sentences using ‘This’ e.g. This is a book, this is a table, this is a chair etc.
* Role play was actively used, children acted as those people mentioned in the book and played roles and thereafter they engaged in writing sentences with the guidance of PT and RA. Samples of their work were recorded as portfolios.

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 groups during role lays to depict the story of ‘Ann goes to school’ but during exercises of writing they did on their own as individuals with P05 and P06 walking around helping.
* The guidance we give is introducing to story to them, showing them who is who in story, giving them new signs, guiding them during the role plays, clarifying different vocabularies, drawing the scene to fit the story during role play etc.
* Yes, all students were involved and some fought to take part in role play. During exercise we made sure that all are involved and helped.

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?

* Depicting the whole story in the role play was very successful 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 mastery and combination of pictures to comprehend activity that took place. E.g. children could read two sets of pictures one at home and another at school then combine to demonstrate that this is a home and Ann together with dad and a bike man started from home and rode to school where they are welcomed by teachers and fellow children before Anne entering class. From this we could ask ‘who is this and that’? and they would write Anne,Dad etc. or sign or fingerspell and they would differentiate between school and home.
* The difficulties as mentioned above was ‘grammar’ comprehension. E.g. differentiating between ‘you’ and ‘this’ or ‘goes’ and ‘go’ or where to fit grammar such as ‘is’ in a sentence.