**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 27th March 2019 2-4:30pm

Location

Uganda School for the Deaf, Ntinda

Who is present and takes part

* RA, PT 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?

* As in most cases, the lesson started with the P05 introducing the topic ‘’preposition’’ on the blackboard and explaining some of the examples of prepositions starting with the simplest ones in ‘’in’’, ‘’on’’ etc. and children giving responses whenever asked to match what was asked or give more examples.

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. This is the arrangement made by the school for their own lessons. Class 3 seating arrangement is in rows similarly to those used by Hearing children/students. There is blackboard and PT uses white chalk, duster, ruler.
* However, we try to adjust while making demonstrations or showing pictures by making a semi-circled seating arrangement with P2P registered children sitting in the front row and those not registered seating in the back row.

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 day was ‘’prepositions’’ in which children were required to identify the basic prepositions and practice how to construct simple sentences using them.
* The class had reached a critical stage where children needed to practice sentences construction and therefore using propositions was considered as useful in building sentences. This was also necessary because children needed talk about things in their surroundings e.g. books being under the table/desk, pens being in the tins etc. in their class. Preposition is also itself a grammar and from this, children had to do extension and learn/practice more e.g. plurals and singulars like book vs books and also try to differentiate complex vocabularies e.g. near vs next, in front vs behind which while displayed in pictures the usually tend to look similar.
* Children participated in different exercises such as identification of a preposition text from what was signed by the P06, pictures, participating in role plays to represent prepositions, constructing sentences using prepositions.

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 ‘’prepositions’’.
* Posters accompanied by the preposition texts were drawn from the website and used.
* Children leant new signs such as differentiating sign for ‘in front’ and ‘before’, etc.
* They also learnt how to construct sentences by using prepositions’.
* The role play was used thoroughly e.g. children would come up e.g. sit under the table to demonstrate the sentence ‘’the girl/boy is under the table’’ or place a bundle of pens inside the tin to show that ‘’The pens are in the tin’’ and again change to one pen inside the tin to show ‘’A pen is in the tin’’ and build on to explain how to use ‘’are’’ and ‘’is’’ as far as singular and plurals are concerned.

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 and pairs especially during demonstrations/role lays to act in relation to given prepositions. But some activities like matching pictures with English texts and sentence construction they worked as individuals.
* Throughout all activities children were guided e.g. the organization of pictures, demonstrating examples, elaborating on correct texts, signs and grammar etc.
* During this activity/lesson all students were involved and came forward on their own to participate in demonstrations or exercise without being forced. Others would complain of being not selected when their turn took long.

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?

* Signing and writing down vocabularies/prepositions as well as comprehending concepts through role plays were successful. Children could sign a correct preposition once a demonstration is made. They also at the end matched the texts with pictures so well, could differentiate where to use is and are and well as adding ‘s’ to mean plural. They also could accompany drawings alongside a sentence e.g. draw a ball under a table alongside the sentence ‘’the ball is under the table’’.
* Constructing sentences was not easy for children. A part from filling the missing gaps in a sentences with the correct preposition, children struggled to write a full sentence on their own. E.g. they tend to use ‘’The’’ at the beginning of every sentence yet there are some sentences that does not require one to start with ‘’the’. Some could for example write ‘’The Joshua is under the table’’. (note, Joshua is one of the student).