**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: *9th November, 2018 4pm*

Location: *Demonstration School for the Deaf*

Who is present and takes part: *Peer Tutor P10 and thirteen pupils*

**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 Peer Tutor P10 introduced the lesson by sharing his life experience with the pupils. He then told them they are going to learn story telling. The peer tutor then presented a short story with pictures for children to observe and go through. It was deduced that the pupils’ interest rose as they saw the pictures related to the story. They then got an idea about the story. The peer tutor wrote the major key words on the board and have pupils sign in turn as well as spell the words.*

*Then pupils discussed the story with their peers while the P10 goes round to assist. He then read the story in front of the class and have pupils read in turn.*

*Their interest rose as they learn new words and compare the pictures to the written words and actions in the story.*

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 desks arranged in row and column in fixed setting. There was a whiteboard on which major key words were written by the Peer Tutor P10 and pupils if they want to write anything.*

*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?)

*Peer Tutor P10 told a story about his past life and distributed printed copies of the materials to each to the pupil. They observed the pictures individually and finally talked about the pictures in groups.*

*The Peer Tutor introduced the topic of the lesson “Reading; Fat King, Thin Dog”. He told the Pupils that story telling enable the individual to express help in a comprehensive way and that it broadens ones understanding of events.*

*The pupils were made to read the story individually and in groups after they have been taught major key words. The pupils then did the reading in front of the class while the Peer Tutor recorded 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 “Reading; Fat King, Thin Dog” 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 fat, king, thin, run, and may 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 with reading the story in sign language where the pupils were surprised that English can be translated into sign language syntax. In spite of the limited time, all the pupils wanted to read the story. Audience was given for each pupil to sign the story in sign language syntax.*

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 and spell all the key words for memorisation. Though some of them had difficulties recalling some of the words, they were able to retell the story in sign language syntax. Some of the pupils asked for repeated spelling but they understood the lesson as each of them could sign the whole story without mistakes. After the lesson, the pupils asked for more stories. This is an indication that that love what was being taught to them.*