**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 January, 2020 4pm*

Location: *Demonstration School for the Deaf, Mampong-Akuapem*

Who is present and takes part: P08, *P10 and 15 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?

*P08 introduced the lesson by asking pupils what they ate this afternoon before coming to class. Pupils stated they ate rice and stew, oranges and some said they had toffee.*

*P08 projected a picture of different kinds of fruits and asked pupils what they think the topic is about. Pupils named some of the fruits, some said they are fruits and others stated colours of the fruits. P08 explained they will learn about fruits.*

*Different kinds of fruits were shown to children and were asked to sign their names. All the children were able to identify the fruits by their sign names.*

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 was shifted to the school ICT lab and as such the fixed tables cannot be adjusted. However, the chairs were removed from behind the tables and brought them in a circular fashion so that pupils can see each other. The tutor stands mostly in front of the class.*

*The classroom has a whiteboard a projector and a laptop to display content to the children. These ICT equipment enable the PT to show clear images as well as present the lesson on PPT.*

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?)

*Different kinds of fruits were projected to children and they were asked to identify them. It was clear that pupils know all the sign names for all the common fruits shown to them but they are unable to write their names.*

*P08 then put pupils into groups and asked each group to try and find the names of the fruits. It was deduced that pupils can identify fruits with short names such as apple, orange, mango but not those with longer names like watermelon and pineapple.*

*Pupils were drilled the spelling and names of the fruits and were taught the singular and plural form by adding “s” to the fruit’s name.*

*They were then taught the sentence part such as “I have one orange”, “she has two oranges” etc.*

*At the end of the reading, pupils were made to quickly read and fill in the blanked space in the exercise sentences shown to them.*

**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 fruits. The fruits were projected on an overhead projector for all the children to see and talked about. Discussion was done in groups while the exercise at the end of the lesson was done individually. After the exercises, children’s work were collected and marked.*

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?

*After the whole class discussion naming and signing the fruits, P08 projected some short sentences and asked pupils to read them. This is where pupils worked in pairs reading the sentences. There were some minor mistakes during the reading but P08 corrected them. After the reading exercise, pupils were made to do some class exercises. The questions were printed on A4 sheets and pupils were made to fill in with the correct word (singular and plural) of the fruits.*

*The class was fun and interesting.*

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?

*It was observed that drills used in the lesson helped pupils to remember the names of the fruits they learnt and spell them. Pupils were able to spell all the names of the fruits after they have been drilled. Reading the sentences was also easy for the pupils but it was also observed that they could not identify plurals and singulars.*

*There was no challenge or difficulty because RA was able to deliver the lesson systematically and as such pupil’s interest was high.*

*They also exhibited their signing skills as they read about the topic.*

*The lesson was very interesting and fun.*