**Observation notes 18 September 2020**

1) I arrived in the site after break as arranged and agreed with the principal and

2) HOD, in order not to interrupt the morning sessions of learning. After break I then 3) was ushered to classes where lessons observation will take place and along the 4) corridors I noticed Deaf learners playing and chatting using sign language, I then 5) explained to the teachers that I will be a complete observer, observing the lessons 6) using observation checklist and writing field notes of what I have observed during 7) teaching and learning with regards to sign language.

8) The first subject that was observed was of NS/Tech subject, the teacher was 9)teaching about describing materials, she made use of sign language and also total 10)communication using a projector and handouts to teaching learners. Learners 11)were responding to her questions using a complete sign language and 12)describing material pointed by the teacher to the projector in signs. Learners 13)seemed to be enjoying the lesson with full participation.

14) I then when on to the second class for Mathematics the teacher was teaching 15) about Addition social and I observed within the classroom the use of 16)whiteboard marker and colourful Maths posters on the wall. The teacher is Deaf 17) so she made use of a complete sign language during teaching and learning. I 18) noticed that each learner has his or her own small white board marker where 19)they do their calculations also and give the answers to the teacher, they were 20)also using the white board marker of the teacher to go and write answers, the 21)participation was observed to be exciting and all learners were enjoying raising 22) hands and participating throughout the lesson using sign language.

23) The final lesson observed was on social sciences, lesson was well introduced 24) using sign language, the teacher used sign language throughout the lesson and 25)she was teaching about Ancient African, Egypt society. She used a projector to 26) show the writings and pictures of Egypt such as Nile river, Pyramid and so on to 27) keep learners interested in the lesson and in order for them to understand as I 28) have observed that Deaf learners learn and understands better when they can 29) see visually of what is being taught in class. A teacher would give them few 30)minutes to rest their eyes then carry on with the lesson. Learners participated 31)throughout the lesson and they were also asking questions using sign language.

32) At the end of the three lesson observations, I also had a chance to ask questions 33) to the teachers regarding what was observed and the reason for keeping lesson 34) very short as I have observed three completed 20 minutes’ lessons. Teachers 35) explained that Deaf learner cannot concentrate in a lesson for a longer time and 36) they get bored easily, therefore to keep up with the lesson 20 minutes is enough 37) to introduce the lesson, teach and complete an activity. When I asked for clarity 38) regarding the use of total communication, the teacher indicated that in the class 39) learners are mixed, those who are completely Deaf and those who are hard of 40) hearing. Therefore, those who are hard of hearing can easily lip read when a 41)teacher explains verbally. I enjoyed and obtained an insight information of what 42) happens in the classroom and which language is mostly used to teach Deaf 43)learners of which was sign language and English. The findings had a valuable for 44) to my research study.