

## APPENDIX A

### CLASSROOM OBSERVATION NOTES

Class 1

G2: The teacher looked around the classroom and checked the exercises books of the learners. She wrote down the spelling two similar words from a B lesson on the board and asked the children to read. Teacher asked the children to stand up and said the children to pay attention carefully on the lesson. Teacher led a spelling drill. After that let the children copy and write down the words on the boards. Children use the slates to practice writing and went to the teacher for checking. The teacher checked, gave feedback talking to each student in S. Then they write the exercises in their books again. Teacher called the roll. A student was absent and his friend answered 'te-o-bo' means 'not here'. (Sometimes I couldn't hear what the teacher spoke very well because of the loud voice from other classes.)

G3: (10:45) Subject: English; (a field supervisor from PCF also was there for supervision) Teacher explained the topic of the Burmese subject using Sgaw. Then asked a student group to stand up and they answered, and teacher checked with other groups. Teacher told them to check and ask to clap. Teacher asked one from each group.

(11:15) PCF supervisor looked at the teacher teaching the class and gave feedback toward the teacher. He suggested that to be careful to use CCA, child-centered approach. He also encouraged teacher to ask student questions a lot for their thinking skill.

Teacher said she changed the learners place to place mixing them who are clever and who are not so clever. For the fun time, the teacher led the learners to draw. Teacher said that she posted the cards of the lesson on the wall only on the day the lesson was taught because she worried that the learners would destroyed if she put them on all the time.

(11:40) Subject: English; Teacher greeted the learners in English. She posted the chart on the wall. She invited some volunteers to compare fat and thin, tall and short, big and small. She showed the pictures and the opposite words.

Teacher in B: These words are called 'Adjectives' and it is called 'namawitheythena' (Pali word). The words which are ended with 'thaw' Teacher wrote on the board and said in S: Now this is lesson 11.

Teacher used S so that the learners can understand then the learners responded in S.

Teacher in B: How do you say 'thin' in English? The words which are shown in comparison are called 'namawitheythena'. They are called 'sankyinbat = the opposite\_sagalone = words.'

Teacher in S: Do you understand what is 'sankyinbat'.

The learners in S: "We don't understand, teacher."

Then teacher explained it in S.

Reading Sentences

"This girl is tall. This boy is short."

Teacher in B: How do you say 'dote (B)' in English?

Learners: 'stick'

Teacher: Spell it (B).

Teacher showed a bell and asked the learners.

T in B: What is this?

S in B: kaungloun.

T in B: How do you say it in Sgaw?

Teacher checked the words in E, B and S as well.

The whole class answered.

T in B: How do you say 'haoungda' in E?

T in B: How do you say 'thithaw'?

T in S: How do you say 'athaw (=thithaw)? (Teacher became a little bit impatient to ask again switching languages)

Teacher wrote down the words and meaning on the board.

T asked a student what is umbrella and bottle?

(When the learners seemed to pay attention any longer, teacher called individual learners' name and ask them.)

Teacher said, "Pay attention or you won't go out for lunch."

Doing exercises with games.

Teacher wrote down on the board, 'Sankyinbat\_thaw\_sone\_sagalone (B)'

Fill in the blanks the opposite words.

T: Look at those and you will be called by each and have to answer. What will I do to you if you cannot answer?

A girl in B: 'khone-baw-tat' stand up on the chair.

the learners and checked again in S alternatively. When they read the text, the teacher always checked the understanding of the meaning of vocabularies in S. (Questions to ask the teacher: How many sentences are there in the long question? How many times you teach one topic? How many times you do the revision?) When the teacher asked to stand up if the learners don't understand, "What the meaning of 'sar-wit-nay-yae' is?" just 4 learners did not stand up. It takes at least four times to teach a Burmese lesson; topic discussion, reading text, doing exercises.] (11:00) English; Children are warming up the old lessons by themselves helping each other, memorizing the vocabularies.

(11:15) Dictation

(12:00) Reading sentences and teacher led to drill the lessons and the vocabularies

(1:30) Mathematics; Reciting the multiplying numbers. Working on the sums after reading the text in the sum teacher translated each word into Sgaw. Then they did calculation.

(2:45) Science

(3:00) School closed and attended mid-week service at the church.

19.8.2010 Thursday

G3: Burmese; Topic of the lesson: "Three Seasons" Learners wrote down by heart. Teacher checked their answers. Then learners reviewed exercises of the last lessons. Making words into the sentences was done while the teacher was checking their answers and preparing the materials for the next lessons. In exam paper: (1) Punctuation (2) Sentence (3) Blank (4) Long question (5) Poem. Teacher translated Burmese words which are not usually used in daily life. So the children have to learn new Sgaw words as well in the class. "sainlan in B = larhay in S" Children can write down about the topic in Burmese but they couldn't talk about those in Burmese But in Sgaw. [I asked the teacher: If you lead the discussion about the topic in Burmese would it be ok? No. There are many words in the text book like, "waso, wakaung" Those are like old words that Burmese people in present time do not usually hear them. They use other words for them.

(11:15) Roll Call

(12:00) Subject: English. Revision yesterday lesson/ [Sometimes, at least 2-3 times a month, especially end of the month, chapter ended exam season, Sgaw teachers are asked for help by Burmese teachers to explain the old lessons to the children. Asked by G4, 5, 6, and 7 as well. Sometimes, learners from those Grades came to her and ask to explain the lessons to them. She was asked for every subject, from Grade 7

especially English subject. Sometimes, children don't know the words in Sgaw, and then you have to teach them?].

(1:30) Mathematics New lessons/Reciting multiplying numbers/Doing exercises/  
Teacher asked the children: "Aplay-atho (S word)" How do you say it in Burmese  
"playplay shawshaw (S word)" Teacher asked an S word to say in B but the children  
said that word in another form in S.

(2:38) Subject: General Science. All children can take part in discussion on a topic in  
S very well. Teacher had to use Sgaw and she tried to introduce Burmese words to  
the children by explaining the topic for 3-4 times then children fed up with and  
become less concentrated then teacher asked them in Burmese but they could not  
answer. [It seemed that the children were not able to relate the meaning of B and S.]

20.8.2010 Friday

(9:00) Subject: Burmese Revision "Three Seasons" [Teacher needs training urgently.  
Teacher thinks children can memorize for long time. Teacher need to prepare the  
games that can help children understand comprehend, memorize the lessons and  
help children think creatively. Question: Can I have a look teacher guide for General  
Science?]

(2:15) Mathematics

(3:00) Science

23.8.2010 Monday

(9:15) Teacher asked children to bring their toys of animals last week for new  
lessons and some brought their toys.

(9:37) Video Recording Teacher discussed about the topic and play with paper to  
make a toy. Teacher talked about the topic again showing pictures from the text  
book again. (Children only answered in Burmese only teacher asks them how to call  
it in Burmese.) Teacher said, "I have explained in S already now we are going to talk  
about it again in Burmese". (In group, teacher used Burmese but with each student  
teacher used S. Though she tried to use B she had to switch to S again and again,  
otherwise the children lost the main point of the topic.) Teacher led the reading the  
text and she asked the children to point the text when they follow her. She led two  
times and let the children read it again by themselves. Let each group read. Let each  
individual read parts of the story when the first ones stop other will continue from  
the stop point of the first. Teacher let all the learners read the text. Teacher led the  
reading again. Teacher talk about the topic in S again and teacher translated  
sentence by sentence; she read each sentence and explain in S. After that teacher

asked the questions to the children about their experiences related to the topic. Teacher asked the children to read to practice as homework then she said that she would ask them to read next morning. Teacher asked the children to copy the text from the textbook into their note books. The story has 10 sentences in three paragraphs and at least 1-2 lines in a sentence. In the last paragraph out of 3-4 paragraphs, there is only one long sentence.

Chatting with G3 teacher: There are altogether 130 learners in primary level and 50 in G6 and 7. Last year 27 learners out of the whole school did not pass the exam. 10 learners from G4 did not pass. Normally 2-4 learners failed the exam in a year. If the learners are not really qualified to move on to G4 from G5, the principal ask them to repeat the level. There are two repeaters in G2 and one of those learners was a girl who has mentality health problem. There is a teacher for the General Science subject. In the teacher guide, there are more questions that are not included in the text book. There is no teacher guide for other subjects. General Science lessons are taught in the same way as Burmese lessons. General Science can be divided into three parts: basic science, moral, and health. General Science exam is done as oral test in G1 and 2. Sgaw teachers ask the questions in Burmese and Sgaw as well. Mostly the learners answered in Sgaw. Even if they answered in Burmese that is only a short answer; one or two words but they don't have to answer long sentences it is easy for them. WV supported text books parents have to pay tuition fees. If a student fail and repeat the class and one's books are damaged PCF support the books.

(11:15) Subject: English      Teacher wrote down the meaning on the board waiting for the learners who are slow to copy. T in S: Today we will start new lessons, do meaning first. (Video 11mins) Teacher explained words and groups of the children read the words in English. All the children individually read and group of boys and Girls read in turns. Teacher picked some learners to read the sentences. The whole class read the sentences talking about the pictures in the text book. (Video 5mins)  
(12:20) Finish reading and start writing copying from the text into their note books  
(1:10) Mathematics (Video 1min 8sec) Revision; do sums and figure out the answer.  
(2:30) General Science Revision (Up from G4 learners have been through ECCD.  
70% of houses have TV in 2S.)

Class 2

25.8.2010 Wednesday

Morning Chapel: (Video recording) PCF teacher (or community teacher) taught the children Bible knowledge, songs and Sgaw writing at Morning Chapel. She wrote down the Sgaw spelling drill on the board. Children form Grades 3, 4, and 5 copy

them into their books. The teacher waited till they finish and start the lesson by prayer. There are 92 children in the school. Even though the village is not so convenient because of lacking proper roads to walk to school (very muddy, bridges make up of thin bamboos). Children come to school with full of thenetkar, Myanmar traditional make up on their face neatly and wearing uniforms tidily.

(9:35) Roll call

G 3 Burmese teacher: Revision of Burmese lesson. Children went to the teacher and read the lessons by heart. The children wrote down them into their note books.

(Teacher made good disciplines.) Teacher asked children to look old Science lessons or warming up. Teacher asked the children to fill in the blanks individually. 2 boys could not answer. (There are 92 children all together in the school, no dropouts, no repetitions. There are 199 houses in the village.

(Mathematics) Revision continue/Doing Burmese subject exercises; fill in the blanks There will be exam next week. Chatting with teacher: Moral lessons in General science had done by doing filling the blanks, true or false, objectives types, only one out of 18 learners wrote down the answers. When I looked around them, most of the learners did not write down the answers. I saw a student wrote the answers and checked his (or her) answer sheet, but it was the wrong answers. Then I explained the question and let them think. Thought it took so long there were no answers. (She is a Burmese teacher so she could only use Burmese when she explains the questions.) I tried to use good examples or illustration to explain the topic since I cannot speak Sgaw that is their language. When I could not find a suitable example for the topic I found that it was difficult to understand what I meant. I can see on their face.

The example questions in General Science subject,

A) When you see a thing owned by other people will you a) keep it or b) throw it or c) give it back?

The teacher could explain that question by using the learners' name and the children could understand.

B) A student must be a person who is honest and a) bully or b) sympathetic or c) the smartest.

For this question the teacher found hard to explain the meaning of the word; sympathetic. The teacher used many examples to explain that word but the children could not understand. Only a student could answer but she didn't seem very sure of her answer. (Though the teacher uses a lot of Burmese the children use Sgaw to each other.)

All most all of the parents passed G4 or 5. In the past they did not encourage the education of their children but when WV and PCF started working with the community they came to encourage education.

G2 teacher said: Last year G3 learners are very lazy to work on their lessons because there were two teachers changed places to teach the class. The teachers are Burmese teachers.

(9:57) Subject: Burmese Teacher explained a Burmese poem using picture form textbook. There were many new words. There were little responses from the children when the teacher asked; only a certain learners, one or two who are always responded her questions. They are girls. The teacher asked what is 'letun = plow' and the children couldn't say anything and she explained it. Though she explains using many words and long sentences the children couldn't understand most of the time. The more she used many words the more the children were confused.

27.8.2010

9:55 Burmese New Lessons (Video) Teacher led reading sentence by sentence and let the children practice. When the whole class reads the text and if they found some difficult words they paused, don't know how to pronounce, a girl who usually response to the teacher pronounced it.

(10:40) Mathematics

## RESUME

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