**PEER TUTOR REPORT**

Partner: University of Ghana, Legon

Training centre: Senior High School for the Deaf, Mampong- Akuapem

Peer tutor: P09 Date: From 1st to 31st May 2019

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| PART 1 | | | | | |
| Weekly teaching hours : 2 hours Total students: 16  Weekly lab hours:…… hours | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | Total attendance |
| Class attendance | 15 | 15 | 15 | 15 | 15 |
| Lab attendance |  |  |  |  |  |
| Comments on attendance |  | | | | |
| Comments | **Which devices were used to work with SLEND (desktop computers, laptops, tablets, smart phones)? Who used them, and how?**  I used projector and laptop to show students RLE video and PPT | | | | |

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|  | **PART 2**  **SUMMARY OF TOPICS** | | | |
| RLE topics | Pictures (small size) | Lessons put on SLEND | Grammar put on SLEND | Comments |
| WEEK 1  Day 1  Ante-natal and post-natal care  Day 2  Role play  Day 3  Role play  Day 4  Role play | C:\Users\HP\Documents\IMG_20190506_172049.jpg | Yes |  | Topic on day 1 was Ante-natal and post-natal care and it was completed. Students contributed well to the success of the topic. They also did an interesting role play on day 2, 3 and 4 for display during a collaborative workshop at UG Legon. |
| Week 2  Day 1  discussion  Day 2  Glossary   * Ante-natal * Clinic * Care * Breastfeed * Pregnant * Medical   Day 3 and 4  Glossary   * Diagnose * Heredity * Exercise * Injury * Blood pressure   Day 5  Grammar  Preposition | D:\ADULT GHANA 2018 & 2019\MAY 2019\MAY 19\WEEK THREE\SECTEDEAF MAMP WHOLE GROUP MAY.2019.JPG | No | No | **The topic was completed. Students contributed well to the success of the topic.**  **On day 1, students were paired into two each and each pair was asked to look for meaning of one of the words. They were given an hour time to find and discussed the word and present their findings.**  **This similar activity happened on day 2.**  **There was assignment after grammar preposition on day 3 and on day 4, students created their own RLE topics. Their presentations were filmed (1 student from each group) on the 5th day.** |
| Week 3  Day 1  The world map  Day 2  Discussion  Day 3  Glossary   * State * Country * Continent * City * Town * district   Day 4  Glossary  Filming  Day 5  Grammar: Preposition  “from” and “in” | C:\Users\HP\Desktop\MARCH 2019\IMG_2441.JPG | Yes | Yes | **Day 1 was world map. Students discussed the topic and was supported by the PT.**  **They had group discussion on the 2nd day.**  **Glossary words were found by students for day 3 and filming was done on day 4.**  **On day 5, students discussed preposition (from and In).** |
| WEEK 4  Day 1  Family crisis  Day 2  Discussion  Day 3  Glossary   * Forsake * Rigid * Dare * Indiscipline * Crisis * Divorce   Day 4  Filming  Day 5  Grammar  Present continuous tense | C:\Users\HP\Desktop\May 2019\IMG_2610.JPG |  |  | **The topic was completed. Students contributed well to the success of the topic.**  **Students selected the family crisis topic. Discussion continued on day 2 and filming the presenter. 6 Glossary words from the discussion were discuses on day 3 and filming was done on day 4.**  **The grammar on day 5 was tenses (present continuous tense)** |

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| **PART 3**  **SAMPLES of what students learned, for the PORTFOLIOS**  **Each month (or after the end of a unit of lessons), please collect one or two samples of an activity or task the students did. This is so we can see what they have learned. If your class is not too big, please collect a sample from each student. If you have a big class, try to collect samples from 8-10 learners, not more. Please make sure that each month you collect samples from the SAME learners. This is so we can see how they have improved and learned more things.** | | | |
| SAMPLE 1 | | | |
| Topic: **Please tell us what you did with the students to create these portfolio samples. Please describe this in detail, and include all the activities that are related to the sample. How many hours did you spend on these activities? How often did the students work on a task or a skill (in other words: how long did they take to learn this?)**  **Also, tell us what grammar work you did. How did you decide what grammar to work on? How did you find or make exercises for the students?**  **Week 1**  **Day one**  **I posted the topic and then asked students to tell how they understood the word. Some had no idea. Others contributed. I asked students if they have heard what the topic about before. Students who had idea about the topic were called forward to explain it. I showed learners a video in which the meaning of ante- natal and post-natal care were explained with examples. Students were given the opportunity to asked questions after they had watched the video. Other students were allowed to answer the questions. I explained into details area and concept which students did not understand well. I asked through questions. Discussion method was used for lesson delivery. Students were actively involved in the lesson. Students were interested in the topic. Students share read family experience with each other. I advised students to seek antenatal and postnatal care when they need arises and also serve as advocators of antenatal and postnatal care in their families, communities and among peers.**    **Day two to five was used for training and workshop at University of Ghana, Legon.**  **Week 2**  **Day one**  **Student discussed on the topic in groups. The group discussion was based on ante and post-natal. They also were paired and filmed as they discussed the topic.**  **Day two**  **Students create their own glossary. Students were asked to find meaning of the words they choose to sign and filming. At the end, there were 6 glossaries signed.**  **Day three and four**  **Continue with glossary and filming.**  **Day five**  **I showed a video about preposition to students and allowed them to discuss. In the video, two PT had dialogue based on preposition. Students were to watch and write down what they see in clear English sentences. After the discussion and presentation, students were made to do individual exercise on the topic which was submitted for marking.**  **Week 3**  **Day one**  **Topic was world map. I asked students to mention some countries around the world. Many of them contributed. I asked students if they know the name of the booklet which shows countries and their geographical locations and features. Students who had idea were called to answer. I showed learners a picture of world map. Students were asked to locate specific countries and tell which continent they fall under.**  **Day two**  **Students were put into five groups and each group assigned to locate one continent of the world and name the countries in it.**  **Day three**  **Students were asked to go and find the meaning of the glossary words for filming the next day. They were allowed more time to discuss the words.**  **Day four**  **Students presented their findings and were filmed**  **Day five**  **This day activity was based on prepositional words (from and In). Students were allow more activities practicing the two words “from and in”. Each student formed a sentence with “from”. Example “I am from Ghana”. They did likewise with “in”.**  **Week 4**  **Day 1**  **This topic was proposed by a student “family crisis”. The student suggested this topic because she saw her parents having family issues. I displayed picture of family chat, part of the chat showing mother and father arguing, another showing siblings arguing and so on. Students were asked if they have experienced similar issues in their families.**  **Day 2**  **This was group discussion. Each was asked to find and discuss family crisis. They were filmed while they discuss.**  **Day 3 and 4**  **Students were asked to create their own glossary. Students were asked to find meaning of the words they choose to sign and filming. There were 6 glossaries signed by students (Forsake, Rigid, Dare, Indiscipline, Crisis and Divorce).**  **Day 5**  **This was grammar on present continuous tense. Photos from the internet was used to teach this topic. The photos contain images in actions. Example “a boy walking”. After describing and demonstrating first example, students were asked each time to tell and explain each photos. They were then put into group, I cut cards with words on and mixed them up. Each group is to find and display cards to show a sentence with present continuous tenses.** | | | |
| Learner output: **Please explain how students did the work that you chose from the portfolios. For example, did they work on their own, or in pairs or in groups? How long did it take them to prepare this sample? What do the students think or feel about their work? Did they like the task? Are they happy with their learning? Do they think they learned well? Do they feel they know how to do this task now?**  **Why did you choose this sample from the portfolio?** | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK |  | SECTEDEAF MAMP MAAMI ESI ASANTE MAY 2019  SECTDEAF MAMP FREDERICK OKPOTI MAY 2019 | **Students did class exercise.** |
| SMALL GROUP WORK | D:\ADULT GHANA 2018 & 2019\MAY 2019\MAY 19\WEEK THREE\SECTEDEAF MAMP SMALL GROUP1 WORKS MAY 2019.JPG | SECTEDEAF MAMP SMALL GROUP1 WORKS MAY 2019 | **I put students into two group to discuss about the glossary and I provided support where needed.** |
| WHOLE GROUP WORK | D:\ADULT GHANA 2018 & 2019\MAY 2019\MAY 19\WEEK THREE\SECTEDEAF MAMP WHOLE GROUP MAY 2019..JPG | SECTEDEAF MAMP WHOLE GROUP WORK MAY 2019 | **Students discussed on the topic. They were interested in the topic.** |

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| SAMPLE 2 | | | |
| Learner output: **Please explain how students did the work that you chose from the portfolios. For example, did they work on their own, or in pairs or in groups? How long did it take them to prepare this sample? What do the students think or feel about their work? Did they like the task? Are they happy with their learning? Do they think they learned well? Do they feel they know how to do this task now?**  **Why did you choose this sample from the portfolio?** | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK |  | SECTEDEAF MAMP SMEA MAY 2019  SECTDEAF MAMP SFO MAY 2019 | **Students did class exercise.** |
| SMALL GROUP WORK | D:\MARCH 2019\SECTEDEAF MAMP SMALL GROUP2 WORKS MAY 2019.JPG | SECTEDEAF MAMP SMALL GROUP 2 WORKS MAY 2019 | **I put students into two group to discuss about the world map.** |
| WHOLE GROUP WORK | D:\MARCH 2019\SECTEDEAF MAMP WHOLE GROUP MAMP MAY.2019.JPG | SECTEDEAF MAMP WHOLE GROUP WORKS MAY 2019 | **Students discussed on the topics. Many of them answered** |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | The students showed great interest in ante-natal and post-natal lessons. Therefore, it was easy to proceed with lots of examples and they were active in the group works |
| What was difficult for you? | There was great problem with using preposition in sentences with some of the students. For instance, when you teach “the ball is **on** the table”, most of the students will put “on” in any other sentence. |
| How did you work with others in the research team? | The RA P08 comes often to supervise my teaching and also the PT P10 often come to support sometimes taking photograhies. We also discuss the work together and I often communicate with the RA P08 whenever I have difficulties. |
| **Part 5 Feedback from students** | |
| What did students enjoy? | **Please ask the students what they liked or did not like about the lessons in this month.**  They showed interest and enjoyed the lessons because they create their own RLE topics. Some of them were good at illustrating their ideas in drawings. They also liked the role plays. |
| Questions about learners’ progress | **For the 3 new questions, please ask the students what they think they learned for English, sign language, and other skills. Did they use new skills outside the classroom? How do they feel about their new skills?** |
| How did students feel about progress with English? | More than half of the students said the preposition lessons had helped them a lot. They indicated that they could differentiate between “from” and “in”. |
| How did students feel about progress with sign language? | Students reportedly talked about their love for role plays. When asked why, they indicated that it enable them put real live experience into practice through sign language. |
| How did students feel about progress with other skills (computers, world knowledge, etc.) | **The knowledge from world map lesson students claimed helped them a lot in their social studies lessons.** |

**PICTURES**

Paste pictures here in large size:

**Please add pictures in a large size. These pictures really help us here in England to understand what you have done with the students. We also like pictures of the classroom and of the students working together. If you write on the blackboard, please also include a few example pictures of the blackboard.**











