CENTER/NGO Name: - **Demonstration School for the Deaf**

Peer Tutor: **P10** Date: - 21st June, 2018 to 13th July, 2018.

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| PART 1 | | | | | | | | |
| Teaching hours: 2  Lab hours: | | | | | | | | |
| **WEEKS** | **WK 1** | | **WK 2** | | **WK 3** | | **WK 4** | |
| Class attendance | **14** | **15** | **15** | **13** | **15** | **10** | **15** | **15** |
| comments | One student was absent | All students were present | All students were present | Two students were absent | All students were present | Five students were absented | All students were present | All students were present |

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| PART 2 | | |
| Topics  **Adjective** | Pictures (small size) | 🖭Comments: **Why did you choose this topic? Who found the document or the sign/poster?**  I got the topics from RA so I followed up. RA also found these topics through the Pre-Testing topic. |
| **Body match** |  | Topic was also selected from pre-test materials |
| **Classroom things** |  | Topic was also selected from pre-test materials |

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| PART 3: ACTIVITIES | | | |
|  | INDIVIDUAL | SMALL GROUPS | WHOLE GROUP |
| Topic:  **For each topic, please tell us what you did with the students. Please add detail and tell us about all activities you did.**  **Tell us also what grammar work you do. How do you decide what grammar to work on?**  **How do you find exercises for the students to do? Do you make them yourself?** | I discussed what I am going to teach so wrote a few words on the board and helped them to brainstorm on it before giving them exercise to do. I found the grammar sentences from the Pre-Testing so I used it as exercise for them.  For the grammar work, I designed images on the topic "Adjective", "Body match" and "Family" distributed them for the pupils to write down what they see on the sheet. | **We would like to know how often the students work alone or in groups. Tell us how they work on the computer: do they work in pairs or small groups on a computer? Do some students bring their mobile phones and work on their phones?** | No. Kids do not use computers or phones in class. They were given some visual posters to observe and work out. |
| Topic: **Adjective** |  |  |  |
| Topic:**Body Match** |  |  |  |
| Topic:**Family** |  |  |  |
| 🖭Comments: I supervised and directed the pupils on how to match an object with the written words. | | | |

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| **PART 4 Self-assessment of peer teachers** | |
| 🖭What was positive for you? | As a tutor, I combined the three domains of learning namely⁚ Cognitive, Affective and Psychomotor domains. The, cognitive deals with the development of the mind ( thinking) , the affective deals with emotion ⁄ feelings and the psychomotor deals with the performance of the hand (practical). I observed that it helped the pupils a lot since they do recall all the activities involved. |
| 🖭What was difficult for you? | After lesson, I found out that most of the students, especially those who were new to sign language were having difficulty understanding the new concepts and however did not perform well in their class lessons so I managed the little time I have for them. |
| **Feedback from students** | |
| 🖭What did students enjoy? | **Please ask the students what they liked or did not like about the lessons in that week.**  They liked pictures (visual materials) with words and also read it in sign language. |
| 🖭How did students feel about progress with English? | **Please ask the students what they think they learned.**  They learned a lot and really like the tutoring but few of them did not like writing grammar sentences. |

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| **PART 5 MONTHLY REPORT** | | |
|  | Picture | Comment |
| Portfolio 1 (**Adjective**) |  | Pupils followed the same procedures used in working out the **Adjectives**. Some of them were able to name the items on the sheet provided them. |
| Portfolio 2 (**Body match**) |  | Pupils followed the same procedures used in working out the **Body match**. They were able to name the items on the sheet provided them. |
| Portfolio 3(**Classroom things**) |  | Pupils followed the same procedures used in working out the **Classroom things**. They were able to name the items on the sheet provided them. |
| Portfolio 4 (**Weather**) |  | Pupils followed the same procedures used in working out the **Weather**. They were able to name the items on the sheet provided them. |
| Portfolio 5 (**Family**) |  | Pupils liked pictures (visual materials) with stories and also read it in sign language. |