**PEER TUTOR REPORT**

Partner: University of Ghana, Legon

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

Peer tutor: P09 Date: From: 1 to3 July, 2019

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| PART 1 | | | | | |
| Weekly teaching hours : 2 hours Total students: 15  Weekly lab hours: ……. hours | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | Total attendance |
| Class attendance | 15 |  |  |  | 15 |

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|  | **PART 2**  **SUMMARY OF TOPICS** | | | |
| RLE topics | Pictures (small size) | Lessons put on SLEND | Grammar put on SLEND | Comments |
| WEEK1  Story book |  | No | No | Students created their own story book after read the story in three groups of five each. |
| WEEK2 | Vacation/ school breaks | no | no | Students went down for the holidays |

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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 one**  **The samples are story books created by the students. Students were put into three groups to read three different story books. After reading, they were asked to discuss about stories in the book themselves and tell how they understand the stories in their own words. They were then allowed to create their own story books. This included writing their own imaginary stories and drawing images to illustrate the ideas in the stories. One representative from each group was invited to show and tell the story to the class. These were then filmed.**  **It took about 3 days to create the stories. The 3 days was to enable them put a details into their stories. The presentation took approximately 10 minutes each.**  **New grammar words were not learnt in this lessons. However, the lesson originated from nouns (name of person) and verb (run).**  **The works of the students were very fascinating. Students demonstrated knowledge and understanding in the topics discussed in the previous lesson.** | | | |
| 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 |
| SMALL GROUP WORK |  | SECTEDEAF MAMP SMALL GROUP3 WORKS JULY 2019 | This was a small group work. Each group had 5 students. Each had their own story which was discussed.  After discussion, members shared their knowledges and understanding.  Representatives are selected which was voluntarily.  Students spent about 3 days doing the work. |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | **I was happy students had interest in the stories I brought to them from the library.** |
| What was difficult for you? | **Some of the students had difficulties understanding some words and sentences in the story book although I picked the most simplest and best to suit their level. So I had to go round explaining and giving examples.** |
| How did you work with others in the research team? | **The Peer Tutor (P10) was available to support me with the filming. He was also available to help illustrate the idea in stories to some of the group. The RA, P08 supported in making direction on how to organize the students for the work though whatsapp communication when he was not easier to reach.** |
| **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.**  **The students liked the stories I gave them. They said the language in the stories were simple for them than those in their text books. So they were able to retell the stories and make sketches.** |
| 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?**  **1. students said the RLE in the lesson was similar to what appeared in their exams and they were able to solve the comprehensive section with less difficulties.**  **2. students said the retell of stories using GhSL helped them to improve their signing skills**  **3. the new students said they were able to learn from the senior students especially presentation skills** |
| How did students feel about progress with English? | **Yes. The use of part of speech to explain certain parts of the story were new things to them. Outside the P2P class, they did not understand such part of speech but were able to understand during the lesson.** |
| How did students feel about progress with sign language? | **They developed new signs for certain words. They also had the idea that descriptive signs best used when signs are not known for certain words.** |
| How did students feel about progress with other skills (computers, world knowledge, etc.) | Students developed interest in drawing. Those who were not bold to stand in front of the class were encouraged to participate in presenting the stories on behalf of their group. |

**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.**

















































