**PEER TUTOR REPORT**

**Partner:**  Rural Lifeline Trust, Binika, Odisha

**Training centre:** Indore Deaf Bilingual academy, Indore, MP

**Peer tutor:**  P05 **Date:** 1st September, 2019 to 31st September, 2019

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| PART 1 | | | | | | | | | | | | | | | | | | | | | | |
| Weekly teaching hours : 2 hours Total students: 13  Weekly lab hours: ……. hours | | | | | | | | | | | | | | | | | | | | | | |
|  | WEEK 1 | | | | | WEEK 2 | | | | | WEEK 3 | | | | | WEEK 4 | | | | | | Total attendance |
| Class attendance | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M |  |
| H | 7 | 7 | 9 | 8 | 9 | H | P | 6 | H | L | L | 7 | 7 | 9 | 11 | 11 | 9 | 9 | 8 | 4 |
| Lab attendance |  |  |  |  |  |  |  |  |  |  |  |  |  |  | sat |  |  |  |  | sat |  | No class availability but every Saturday at same class. |
| 5 | 4 | |
| Comments on attendance | **Week 1: On 2nd September, 2019, some of students were absent because they were busy on festivals.**  **Week 1 and 3: 1) I do not know why some students are absent.**  **2) Other four students were busy because of festivals from 2nd September to 11st September, 2019.**  **3) I was on leave from 13th September to 17th September, 2019 because i was out of Indore for written & interviewing DTISL from ISLRTC, New Delhi (Admission open).**    **One student left because he is not interested in learning.**  **Week 4: This week, working with Prof. Uta and she would like to see what I taught Deaf adults and how to be activities with them.**  **I do not know why some of students who were absent.**  **Friday, Four students said that they took the exam at same day. They were leave.**  **Saturday: - They took exam at same day.**  **Red-Holiday & program festivals (4 days)**  **Blue- Leave for teacher. (2days)**    **Every Saturday (beginning on 21st September):** | | | | | | | | | | | | | | | | | | | | | |
| Comments | **Week 3 and 4 (Saturday only): 7 students were absent and I do not know why they were absent. They took exam at same day. P01 and I explained about what meaning present tense (example;-“I lost my mobile”) from grammar SLEND.** | | | | | | | | | | | | | | | | | | | | | |

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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 (three days) | Snake Bites; Grammar | Do soon | Do soon | I explained grammar rule and students did themselves with support teaching.  I collected Portfolios of students who did drawing for two days and missed some portfolios because some students were busy. |
| Week 2, 3 and 4 | **Way to reduce your carbon footprint**  way reduce.jpg | Do soon | Do soon | I had chosen the topic of **“way to reduce your carbon footprint”.** Explaining on it and then They decided and would like to know why saving way reduce.  They discussed with each other why important **reduce your carbon footprint with my support teaching.**  Uta encouraged them to write on white board (grammar; possession)  Possession and present simple (have/has) were taught with examples in PPT and they also tried to write on it. I gave more exercise **(game sentences; possession and present simple)** so that they tried to express themselves in their writing. |
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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?**    I did the activities with all students and I also did the short work with Uta how to teach them.  I had chosen the topic **“way to reduce your carbon footprint”** from finding Google image that was edited by me and remove logo background. I also explained shortly on it **“Do you want to know things on discussion why to save way reduce”.** They said they would like to know the discussion on it and three small group discussed how to way reduce and each small group stand and explained. E.g.; - change bicycle into car or bike to shop **(it is 2km to shop because the bicycle is better for good health or saving fuel and reducing pollution)**.  Once day, The short discussion on it was finished while Uta visited Indore on 23rd September, 2019. Uta helped and changed the sentences correctly from p2p students in possessions.  I made PPT on possessive adjective and present simple (has/have) which are source from Google images and English grammar guide page no.80 (possession) and page no.10 (present simple). I also explained about what more examples sentences and first word adjective and last words adjective and first and last possession. E.g.  ***I have a white car and My car is white***. Then I gave more exercise at right time**. English sentences are translated by each student into more ISL sentences** with my help to change their incorrect sentences so that they could learn the correct sentences. I gave game sentences **(possessive adjective and present simple only)** and 9 groups are divided into each group to translate into other group’s ISL sentences. I explained how correct sentences. This topic is finished | | | |
| 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?**    I selected the portfolios sample of P31 who is interested to know RLE and English grammar. P2P students discussed on RLE in related to situation **(way reduce carbon footprint)** and in pair group stands and explaining about it including her but it was long discussion so that she is bored for two days and she said she wants a short discussion on topic. They find words nouns, verb and adjective from poster then they write on white board and put words Singular and plural.  She also did more sentences from learning English grammar (lost) in SLEND.  They were happy to learn well how to make sentences and they felt well they translated English into More ISL sentences including her. Some of them thought they tried to express themselves difficultly by writing sentences and she wrote well but she said she express herself by writing it. She did homework by herself and she shows her homework and I helped to check her sentences correctly. She also helped to change some of their sentences incorrectly but she is not confident enough to explain by her sign language and she said she try to be confident explaining.  She improved English well than P25 tried to write average but she is interested in learning more sentences. Two portfolios of both are my selected decision. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | WhatsApp Image 2019-10-15 at 11.08.21 PM (1).jpeg |  | She asked the question what meaning of **“you are a sister and You have a sister”** and discussed about it and then some of them raised their hands and each students explained short. Peer tutor later explained. |
| WHOLE GROUP WORK | C:\Users\Brijesh\Desktop\1.P2P teaching_2019\photo from classroom teaching\way reduce\IMG_20190923_074926.jpg |  | Each student discussed and argued why plastics is needed/ not needed. |

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| SAMPLE 2 | | | |
| 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?**  Once day, The short discussion on it was finished while Uta visited Indore on 23rd September, 2019. Professor Uta helped and changed the sentences correctly from p2p students in possessions.  I made PPT on possessive adjective and present simple (has/have) which are source from Google images and English grammar guide page no.80 (possession) and page no.10 (present simple). I also explained about what more examples sentences and first word adjective and last words adjective and first and last possession. E.g.  ***I have a white car and My car is white***. Then I gave more exercise at right time**. English sentences are translated by each student into more ISL sentences** with my help to change their incorrect sentences so that they could learn the correct sentences. I gave game sentences **(possessive adjective and present simple only)** and 9 groups are divided into each group to translate into other group’s ISL sentences. I explained how correct sentences. This topic is finished | | | |
| 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?**  I selected the portfolios sample of P25 who is interested in learning RLE and English grammar rules. P2P students discussed on RLE in related to situation **(way reduce carbon footprint)** and in pair group stands and explaining about it including her. She wish she know anything about discussion on death of **(way reduce carbon footprint**) but she is not bored because the discussion was finished then start to teach English grammar.    She was happy she is interested in learning how to make sentences. they also felt well they translated English into More ISL sentences including her but her sentences was better because she got confused possession between first sentences and last sentences (**my** dog is brown) and (He is **my** brother). I explained more examples to them who understand better including her. They find words nouns, verb and adjective from poster then they write on white board and put words Singular and plural.  Some of them thought they tried to express themselves difficultly by writing sentences and she wrote average but she said she try to make more sentences and her sentences is current better. She is confident enough to explain by her sign language but she said she does not know to explain how to make one sentences. She said she try to be confident explaining.  She also did more sentences from learning English grammar (lost) in SLEND.  Shikha improved English well than Laxmi tried to write average but she is interested in learning more sentences. Two portfolios of both are my selected decision. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| SMALL GROUP WORK | C:\Users\Brijesh\Desktop\1.P2P teaching_2019\photo from classroom teaching\way reduce\IMG_20190919_081842.jpg |  | She helped his sentences with English grammar and shared with him about making more sentences so his English is not good. |
| WHOLE GROUP WORK | C:\Users\Brijesh\Desktop\1.P2P teaching_2019\photo from classroom teaching\way reduce\IMG_20190919_092251.jpg |  | Each student discussed and argued why plastics is needed/ not needed. |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | Teaching is positives on grammar rule “**possession and present simple (has/have)”** so that Students are interested in writing themselves and discussion on “**way to reduce your carbon footprint”.** |
| What was difficult for you? | It is difficult to teach deeply on grammar rule to two students did not understand slightly because they express writing difficultly. |
| How did you work with others in the research team? | Worked with our one researcher Uta from 23rd to 27th September, 2019 and she obverse what and how I discuss with students on reduce carbon footprint for two days. Then I took what her advice on teaching a new grammar “possession”. The discussion on topic was enough for two days. Started teaching new grammar to them and be interested in learning how to use sentences with PPT. They are interested to writing by their express and help their incorrect sentences. |
| **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 said they liked lessons (grammar rule) some of them did not like RLE in related to discuss (how reduce carbon footprint). They want the short discussion and need more grammar rule in relate to RLE.  They liked SLEND and asked one other grammar and discussion “I **lost** the mobile”. |
| 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? | They felt they want to learn how to write the new sentences with possession. One day, I obverse what Uta made the blank sentence with possession and ask all students to raise hands to write on whiteboard and she helped and gave examples to all students. She discussed with them for 2 hours and they were interested in learning how grammar rules. |
| How did students feel about progress with sign language? | Second day to Friday, I ask students “Do you know sentences “my”? Some of them wrote themselves with my support teaching. I made sentences **“my dog is brown”** then they wrote sentences with possession and present simple in English from showing my sign language. Third day, I made PPT with possession and present simple (has/have) and gave examples of sentences to all students. I gave game sentences (possession and present simple) in Excerise. 9 students are divided into 4-5 groups. In these game sentences, Each 4 students show their different making-sentences by sign language and then other 5 students wrote on whiteboard. I judge to check sentences that are incorrect/correct. They wrote each other by writing these. |
| How did students feel about progress with other skills (computers, world knowledge, etc.) | **What explaining about SLEND in laptop and smart phone so that they have to know how to click on it and then learning.**  Saturday, P01 and i helped students doing to click on it and ask us and gives examples of “lost sentences”. We made “He lost his wallet”.  They liked new skill in short text. See photo above. |

**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.**

