**PEER TUTOR REPORT**

Partner: UGANDA NATIONAL ASSOCIATION OF THE DEAF

Training centre: UGANDA SCHOOL FOR THE DEAF

Peer tutor: P06 Date: From 12th Feb to 28th February.

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| PART 1 | | | | | |
| Weekly teaching hours : 2 hours Total students: 11  Weekly lab hours: ……. hours | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | Total attendance |
| Class attendance | 04 | 09 | 10 | 11 | 11 |
| Comments on attendance | **We held no classes in the first week, children were reporting back from holidays then the second week we had 09/11 children so normal lessons resumed then the week after ten children attended classes and by the last week of February, the class was complete.** | | | | |
| Comments | **I used a laptop to make a lesson for the ppt at the start of the lesson.**  **Children do not use smart phones nor access the schools computers in the lab.** | | | | |

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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 | No class, children were reporting for the term | NONE | NONE |  |
| WEEK 2  MY HOLIDAY | C:\Users\DE-PRINCE LAPTOPS\AppData\Local\Microsoft\Windows\INetCache\Content.Word\IMG_20190227_115849_1.jpg  E:\All works\FEB PF\IMG_20190227_114835_0.jpg  E:\All works\FEB PF\IMG_20190227_114859_1.jpg |  |  | * A ppt of holiday activities and sports was shown to the children. There was emphasis on visual communication and sign language.   Then simple sentences were accompanied so that they could learn some grammar.   * Each child individually took turns to sign then fingerspell the words while the tutor explained the sentences. |
| WEEK 3  FROM SIGN LANGUAGE TO ENGLISH | E:\All works\FEB PF\IMG_20190219_095625_9.jpg  E:\All works\FEB PF\IMG_20190219_094319_4.jpg  E:\All works\FEB PF\IMG_20190221_125321_9.jpg | NONE | NONE | The Activity involved both whole class discussion and individual participation.  Each student wrote on the blackboard what the tutor signed and those with difficulties were assisted by the whole class.  A demonstration was shown to the children by P08 on how to use plural and Singular nouns and when to use **is** and **are.** |
| WEEK 4  VERBS AND SENTENCES | E:\All works\FEB PF\IMG_20190228_171851_4.jpg  E:\All works\FEB PF\IMG_20190228_171934_0.jpg | NONE | NONE | Children practiced how to write verbs and two to four sentences so that they can change from sign language to English grammar.  The verbs were of their own choice, I asked them what activity they would like to learn so they choose these verbs. I assisted them in case of unfamiliar verbs. |

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| **PART 3**  **SAMPLES of what students learned, for the PORTFOLIOS** | | | |
| SAMPLE 1 | | | |
| Topic: MY HOLIDAY  This is the first topic for the term after children went for the holidays from December 2018 until February 4th 2019 when they reported back to school.  To produce this sample, I used power point program to create lessons based on what we do during the holidays and before I begun the lessons, I asked the children to narrate how their long holidays was and how they spent it.  Children put their hands up to tell the whole class various activities done individually, most answers were similar to what I prepared in the lesson for example, a family going for a vacation, visiting the beach as well as including health and fitness activities such as jogging, swimming, playing football among others.  The class went further on to study nouns particularly on the beach like ocean, palm tree, Umbrella, sand, clouds and so on.  The activity included visual observation, finger spelling and signing. We used one hour to skim through the pictures and labelling followed by class discussion.  For the grammar, I added a few sentences downwards to match with the picture activity shown.  Grammar included tenses, nouns and verbs whereby they learnt to combine then into sentences for example : **The children are swimming, The children are playing football.**  After the lesson, I gave them simple exercises from the items learnt:   1. Fill in the missing letters **F\_ \_tb\_ ll, H\_ li\_ \_ y.** 2. Choose the correct word to fill in the blank spaces   **The …………………….. ………. Swimming (are, is, children)**  **The boys ……… playing ………………… (is, are, football)** | | | |
| Learner output:  The students first signed what they saw from the ppt, tutor corrected in case of difficulty.  Then, they finger spelt the vocabularies as shown as a whole group. To master the vocabularies, it took minutes because the words were not longer and unfamiliar so the students were able to learn quickly, however, upon being given exercises to fill in the missing letters, some could hardly write what letter comes after the other. This holiday lesson was my idea, the students response was good. They were happy to learn the vocabularies which they were practically using and seeing but didn’t know them in a written form for example our school had various tree species but all they thought was that they are merely trees, they got to understand that a **Palm tree** had its own name as well as lakes differing from oceans and vice versa. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | E:\All works\FEB PF\IMG_20190306_132446_4.jpg  E:\All works\FEB PF\IMG_20190306_132512_9.jpg  E:\All works\FEB PF\IMG_20190306_132548_0.jpg  E:\All works\FEB PF\IMG_20190306_132632_0.jpg | S1.02.2019  S2.02.2019  Y1.02.2019  A 1.02.2019 | This sample aims at mastering the letter order of the words.  Also, we want to put emphasis on grammar so that deaf students use it expressively to communicate in their day to day lives by use of texts, letter writing when they reach a mature age. |

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| SAMPLE 2 | | | |
| Topic: **SIGN LANGUAGE TO ENGLISH SENTENCES, NOUNS, ADJECTIVES AND VERBS COMBINED.**  To create these samples, we demonstrated to the students first so that they could get a clear grasp of the concept. Activities included: Demonstrations, signing, writing on the blackboard. In this I was assisted by the RA P08 to explain differences between the present indicative plural and singular (**is, are),** then after, we tried various examples of these nouns by writing on the board and signing i.e **children and child.**  In addition, the children practiced how to write simple familiar sentences from the nouns learnt with the tutor’s aid. While they did so, we filmed them and captured their pieces both on the board and sheets of paper for the portfolio.  For grammar, we identified tenses to make sentences of which the children could practice. There were verbs like eating, swimming, slashing, playing among others.  To learn this, it took the students 2hours and twenty minutes to learn the tenses and grasp lesson whereby, they learnt on when to use **is** and **are** when writing sentences. This was done with different practical examples by making use of things around the classroom.  This motivated the students and all participated for instance, we would call many children to stand in a group and on the opposite side; we would place one student then explain where the plural and singular nouns fall.  Lastly, we gave them an individual exercise to determine whether they understood what they learnt such as:  1.Choosing between **is** and **are** to complete the sentences; examples given  **Our books ………… clean**  **The child ………… crying**  **Maria and Jeremy ……...... running.**  2.Tutor signed in sign language then they wrote in English both on sheets of paper and the blackboard.   |  |  | | --- | --- | | **SIGN LANGUAGE** | **ENGLISH** | | **Children swim** | **The children are swimming** | | **Children cry** | **The children are crying** | | **Children play** | **The children are playing** | | | | |
| Learner output:  Students did three steps in order to come up with this task for the portfolio. Firstly, they tried to write down the family tree that consisted of father, mother, sister and brother. This is so that they could learn differences between signing man and father, woman and mother, boy and brother and so on.  Then, they wrote brief sentences on the blackboard upon the tutor’s signing that is to say: children swim, they wrote in English the children are swimming as shown in the table above. Later, after writing they signed what the sentences meant while being filmed.  Lastly, they came forward to point out where to use is and are for example RA would get three books in a set then again place a single book on the other side, then call forward one learner to put word cards containing “is” and “are” to the respective sides.  They worked these in groups and on individual level. It took at most two hours to prepare this sample because they had to first concentrate while we demonstrated then write in the sheets and come forward to participate.  The lesson was interesting because we witnessed overall desire to participate and come forward to write, place word cards and act.  They are happy with their learning, I confirmed this after asking follow up questions, they memorised the lesson well so during break time some came back and practiced the verbs by writing on the blackboard like eating, children, playing etc.  I choose this sample for the portfolio because there was proof that indeed this peer to peer method of teaching is entertaining and educative in as such, which students were freely participating, expressing themselves and most answered correctly after being guided briefly. It is rare to see deaf children translate from sign language to English. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | E:\All works\FEB PF\IMG_20190221_125321_9.jpg  E:\All works\FEB PF\IMG_20190221_125645_4.jpg | SE3.02.2019  SY3.02.2019 | Children answered the exercises by filling in the blank spaces as shown them on the ppt and blackboard. |
| WHOLE GROUP WORK | E:\All works\FEB PF\IMG_20190219_095625_9.jpg  E:\All works\FEB PF\IMG_20190221_125154_1.jpg | Wholegroup3.02.2019  Wholegroup4.02.2019 | Children tried to bring out English sentences from the signed English as well as getting to know when to use singular present indicative of be and Present indicative plural. |

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| **SAMPLE 3** | | | |
| Topic: **THE VERBS AND SENTENCES**  For this sample, we focused on action verbs and understanding  – What they are,  \_How to sign them and how to make brief sentences out of them.  Two hours were spent to work on this sample because children would first brainstorm action verbs they would like to learn. Then I guided where they could hardly write nor sign.  It was a whole class interaction followed by individual exercises. Upon submission of the exercise sheets, four students did not get the verbs right and so, they were assisted by stronger students and there were some improvements particularly in spellings.  With these verbs, students later constructed sentences as extension learning. We added nouns to help students practice writing other sentences differently for example: **Olivia is brushing teeth, Ayo is jogging** however they couldn’t correctly bring out the sentences correctly unless being corrected, for instance, they would write **The Ayo is jogging, The Olivia is brushing teeth** so I had to explain with demonstrations where and when to use “the” and why but students are yet to fully understand the concept so I will concentrate giving them real life examples to understand faster.  This is also the exercise they were given by writing on sheets of paper what the tutor signed. We also made use of blackboard writing. | | | |
| Learner output: Students took turns to write on the blackboard the verbs and when they couldnt identify, tutor spelt twice to assist. This was done in pairs with other stronger learners assisting the weaker ones. They liked this task as well because it is of their own choice, they stated what they would like to learn for the day. Even after the lesson, they would write on the blackboard and challenge each other to tell what the verb meant. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | E:\All works\FEB PF\IMG_20190228_171828_8.jpg  E:\All works\FEB PF\IMG_20190228_171851_4.jpg  E:\All works\FEB PF\IMG_20190228_171913_0.jpg  E:\All works\FEB PF\IMG_20190311_160729_9.jpg | SJ4.02.2019  SA4.02.2019  T4.02.2019  T5.02.2019 | Children have some knowledge for some of the verbs only that those unfamiliar ones like resting, car washing were new to them.  They mostly knew them in sign language. |
| WHOLE GROUP WORK | E:\All works\FEB PF\IMG_20190225_121118_0.jpg | Wholegroup5.02.2019 | The class as whole brainstormed verbs they wished to learn.  Assistance was given towards spelling of unfamiliar verbs for example slashing, Jogging, bathing among others. |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | The children are open and free with me, they see me as one of them so I feel this peer to peer teaching brings me closer to them and I get to interact with them to understand their educational background as well telling me freely what they like and dislike during and after lessons. This helps me make adjustments. |
| What was difficult for you? | At first, I could not explain in a simple language why we use “the” when writing sentences.  There were also some signs I could not differentiate for example: holiday and Rest, these had similar signs. RA P08 corrected the signs basing on the children’s interpretation. |
| How did you work with others in the research team? | RA P08 visited and helped me with tutoring tenses and demonstrating to the children as they learnt. He showed them various examples and explained differences between “rest” and “Holiday” after which the children grasped and knew to differentiate in signs. |
| **Part 5 Feedback from students** | |
| What did students enjoy? | They enjoyed pair discussion whereby they would take turns to identify grammar, verbs and nouns. Then they would later discuss the opposites for example “tall vs short”. They would enjoy spelling while correcting each other and applaud in case one got the spelling correct. This portrays interaction and team work. |
| Questions about learners’ progress | When asked what they have liked in the lesson, they liked the different signs for unfamiliar words such as holiday. It was new to them since they only knew “rest”. They could even grasp concept of what we are talking about for instance when asked to give activities that requires the use of verbs, they would give clear answers in signs such as digging, running among others. |
| How did students feel about progress with English? | They can now try to make simple familiar sentences with correct grammar.  Knowledge in unfamiliar words has improved. In this, students can now distinguish between holiday and rest, know most of the verbs, tenses etc. |
| How did students feel about progress with sign language? | At first, there was a problem in homophones which also occurred with sign language. There were some signs that were similar for example “SKY and CLOUDS”, “Drink and Cup” and then at the end of the lesson, we managed to separate. |

**PICTURES**

Paste pictures here in large size:

























