**PEER TUTOR REPORT**

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

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

**Peer tutor:**  P05 **Date:** 1st October, 2019 to 19th October, 2019

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PART 1 | | | | | | | | | | | | | | | | | | | | | |
| Weekly teaching hours : 2 hours Total students: 12  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 |  |
|  | 11 | H | 10 | 7 | H | H | H | 5 | 4 | 8 | 9 | 9 | 9 | 9 |  |  |  |  |  |
| Lab attendance |  |  |  |  | Sat |  |  |  |  | Sat |  |  |  |  | sat |  |  |  |  | sat | No class availability |
| 7 | 8 | 9 |  |
| Comments on attendance | **Week 1: I do not know why Two students were absent and Friday: 5 students were absent.**  **Week 2: P29 took on leave and I know why he absent because he wish he would like 4pm instead of 7am morning.**  **Instead of using SLEND this Saturday, I gave the examples of my Language portrait in PPT to some students and then they did drawing and practicing to write their express.**  **Week 4 and 5: They went out for their house between 19th and 22nd October, 2019 because of Diwali festival starts from 26th October to 29th October, 2019.**   1. **P22 was on leave for two weeks because of reasonable personal. He is weak learner.** 2. **P30 was on leave for 30 days because of reasonable personal** 3. **P27 left on 18th October, 2019 and he is interested in p2p class.**   **Red-Holiday & program festivals (4 days)** | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PART 2**  **SUMMARY OF TOPICS** | | | |
| RLE topics | Pictures (small size) | Lessons put on SLEND | Grammar put on SLEND | Comments |
| WEEK 1, 2,3 | Hotel recetion.jpeg | Nothing | Nothing | RLE topic was selected by me because p2p learners want to know new grammar.  They want to choose ***are, is, am*** and preposition of time and places (***on, at and in.***  I made separated PPT for preposition of time and places and simple present **(is, are and am).** I gave the explanation in PPTs to them and discussed and was taught.  I gave examples sentences to them and they practiced to write on whiteboard.  I gave game sentences to them and I did for them they did it. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 who was part of absence and collected portfolios of students.  I had chosen the topic **“address photo id at front desk”** from Our Prof.Uta who shared it to UTA Indore group Whatsapp. I also explained shortly on **“address photo id at front desk”.** They want to choose **“preposition of time and places and simple present (is, are and me)** in English grammarand discussed on several of ‘**’on and in’’**.  for example;   * His birthday was **on** 9th October, 2019. * His birthday was **in** October. * His birthday was **in** 2019.   They stood up to write whiteboard by practicingand I also help and change their sentences correctly so that they would know**.**  I made two PPTs for prepositions of time and places and simple present and for there was one topic for preposition of time and places, PPT showed more examples for *on, in and at* to them and also explained more examples to them. For example, 1) preposition of time; ***in for years and months, on for dates and day and at for time and holiday period and*** 2) preposition of places***; in, at and on for places; The apple is on the car, I am at the door, I am in India.***  Another day, I made PPT on simple present andPPT showed more examples for *on, in and at* to them and also explained more examples to them.  It took one hours and half to be taught and explained as actions and there were a different *explanation* ***for “He is a teacher and I have a teacher”.***  Another day again, After the explanation for prepositions of time and places and simple present were enough, I gave exercises to them for one hours and **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 explained how correct sentences. The RLE topic is taught and 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 English grammar. I had chosen the topic **“address photo id at front desk”** and also explained shortly on it**.** They want to choose **“preposition of time and places and simple present (is, are and me)** in English grammar**.**    In pair group including her discussed They stood up to write whiteboard by practicingand I also help and change their sentences correctly so that they would know**.** She wants to know how to write a good sentences **(on and in)** and they also try to do how to write sentences.  P25’s sentences (preposition of time and places) are better but simple present (is, are and me) is average because she get confused “she is a teacher and I have a teacher” as same as some students got confused.The different between **“she is a teacher” and “I have a teacher”** were explained and in pair group discussed same. They later understood now. One student are weak learner.She is so interested in exercise how to translating English into More ISL sentences as same as they felt well.  They think they learned well as same as P25 did because they liked lessons from giving more explanations on prepositions of time and places and simple present. In pair group **including her** discussed on several of ‘**’on and in’’**   * For example; * **“She is a teacher” and I have a teacher”.** * His birthday was **on** 9th October, 2019. * His birthday was **in** October. * His birthday was **in** 2019.     Before I started teaching, first her sentences were not average only but also their sentences were average. Later I make PPT to show and gave more examples to them and also explained. I gave more exercise again to them and translated English into More ISL sentences. Their sentences are better now including her but two students who weak to write an average sentences.  She is interested in learn how to make more sentences in English grammar. P25 tried to write well in preposition of time and places and simple present. One portfolios was selected and this is why my selected decision. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK |  |  |  |
| SMALL GROUP WORK |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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?**  I did the activities with all students who was part of absence and collected portfolios of students.  I had chosen the topic **“address photo id at front desk”** from Our Prof.Uta who shared it to UTA Indore group Whatsapp. I also explained shortly on **“address photo id at front desk”.** They want to choose **“preposition of time and places and simple present (is, are and me)** in English grammarand discussed on several of ‘**’on and in’’**.  for example;   * His birthday was **on** 9th October, 2019. * His birthday was **in** October. * His birthday was **in** 2019.   They stood up to write whiteboard by practicingand I also help and change their sentences correctly so that they would know**.**  I made two PPTs for prepositions of time and places and simple present and for there was one topic for preposition of time and places, PPT showed more examples for *on, in and at* to them and also explained more examples to them. For example, 1) preposition of time; ***in for years and months, on for dates and day and at for time and holiday period and*** 2) preposition of places***; in, at and on for places; The apple is on the car, I am at the door, I am in India.***  Another day, I made PPT on simple present andPPT showed more examples for *on, in and at* to them and also explained more examples to them.  It took one hours and half to be taught and explained as actions and there were a different *explanation* ***for “He is a teacher and I have a teacher”.***  Another day again, After the explanation for prepositions of time and places and simple present were enough, I gave exercises to them for one hours and **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 explained how correct sentences. The RLE topic is taught and 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?**    P30’s missed portfolio was not selected and was on leave for one months **(from 7th October to 3rd November, 2019 includes 10-15 days holiday because of festivals Diwali)** because of her reasonable personal.  Instead of P30 who was absent, another portfolios sample of P28 was selected, she is so interested in learning English grammar and write a lot of sentences practically. I had chosen the topic **“address photo id at front desk”** and also explained shortly on it**.** They want to know the explanation of **“preposition of time and places and simple present (is, are and me)** in English grammar**.**    In pair group including her discussed They stood up to write whiteboard by practicingand I also help and change their sentences correctly so that they would know**.** She wants to know how to write a good sentences **(on and in)** and they also try to do how to write sentences.  P28’s sentences **(preposition of time and places**) are better but simple present (is, are and me) is good because she understood concept of simple present **“she is a teacher and I have a teacher”** and she got support of some students got confused. The difference between **“she is a teacher” and “I have a teacher”** were explained by teacher and in pair group discussed same. P25 and She understood concept but later, They understood. One student are weak learner.She likes exercise and write practically how to translating English into More ISL sentences as same as they felt well.  They think they learned well and she also learned well because they liked lessons from giving more explanations and exercise on prepositions of time and places and simple present. In pair group **including her** discussed on several of ‘**’on and in’’**   * For example; * **“She is a teacher” and I have a teacher”.** * His birthday was **on** 9th October, 2019. * His birthday was **in** October. * His birthday was **in** 2019.   Before I started teaching, her sentences were better and she is interested to ask me many time but their sentences were average. Later I make PPT to show and gave more examples to them and also explained. I gave more exercise again to them and translated English into More ISL sentences. Their sentences are better now including her but two students (P24 and P19) who weak to write an average sentences.  She is interested in learn how to make more sentences in English grammar and also tried to write well in preposition of time and places and simple present. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| SMALL GROUP WORK |  |  |  |

|  |  |
| --- | --- |
| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | Teaching is positives on grammar rule “**preposition of time and place and present simple (is, are, am)”** so that Students are interested in discussion on difference between **“she is a teacher” and “I have a teacher”.** |
| What was difficult for you? | It is difficult to explain how some students have to understand concept of difference between **“she is a teacher” and “I have a teacher”.** |
| **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). They enjoyed to write the exercise of preposition of time and place and simple present. |
| 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?**    They said they use sign language in English though teaching and discussion which is used to make them to understand and also new words and sentences in skills are used to help them knowledge because they said they will know to write more sentences in future to communicate to anyone by writing in English. |
| How did students feel about progress with English? | They learned well and she also learned well because they liked lessons from giving more explanations and exercise on prepositions of time and places and simple present. |
| How did students feel about progress with sign language? | The topic **“address photo id at front desk”** was chosen and then also explained shortly on it**.** They want to know the explanation of **“preposition of time and places and simple present (is, are and me)** in English grammar**.**  They stood up to write whiteboard by practicingand I also help and change their sentences correctly so that they would know**.**  I made two PPTs for prepositions of time and places and simple present and for there was one topic for preposition of time and places, PPT showed more examples for *on, in and at* to them. They liked more exercise in ISL |
| 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.**  They liked the concept of difference between **“she is a teacher” and “I have a teacher”.** |

**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.**

