**PEER TUTOR REPORT**

Partner: Delhi Foundation of Deaf Women

Training centre: Delhi Foundation of Deaf Women

Peer tutor: - P01 (Research Assistant) Date: From 3rd December to 31st December 2018

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| PART 1 | | | | | |
| Weekly teaching hours : 1.5 hours Total students: 9  Weekly lab hours: 1.5 hours | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
| Class and Lab attendance | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **M** | **T** | **W** | **TH** | **F** | | **H** | **6** | **5** | **7** | **6** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **M** | **T** | **W** | **TH** | **F** | | **7** | **6** | **L-5** | **4** | **3** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **M** | **T** | **W** | **TH** | **F** | | **4** | **5** | **L-4** | **L-5** | **L** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **M** | **T** | **W** | **TH** | **F** | | **H** | **H** | **L-5** | **L-5** | **L-3** | | |  | | --- | | **M** | | **5** | |
| Comments on attendance | In December, P21 and P18 did not appear in class because they were practising in dance and drama for a national competition  All students had average attendance because some of them did internal exams for their school.  They learned in the computer lab for just a few days.  Computer Lab- L (Bold)  Holiday – H (Red)  Leave – L (Red) | | | | |
| Comments | **Which devices were used to work with SLEND (desktop computers, laptops, tablets, smart phones)? Who used them, and how?**  All students have used the computer lab for 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 to 5  **Conversation in English and simple sentence** |  | No | No | The students were discussing what they learned about the new topic in English conversation. And they wanted to have a basic conservation in English. Then I taught them for this topic. I was teaching about a month. The whole group have practised writing sentences themselves. Some of them tried expressing themselves in written sentences because they never wrote sentences before. We chatted via WhatsApp for practising sentences.  I gave learners links to an external website with an exercise base on putting words in the correct order to form a sentence, for example *you/how/are.* |

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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?**  The students wanted to learn basic conversation and simple sentences in English. After that I was teaching to them.  I chose P17’s portfolio sample because she is interested to learn conversation in English. I gave simple questions and then she wrote answers to the questions. I explained to her how to structure these sentences. And I also gave an explanation of grammar rules about, for example, *is, are, was, were, has, have, will be* etc. For this topic, I taught it for about a month because they had not used it in sentences before. But SB has always used the sentences in chatting on WhatsApp. She guided the learners and explained how to put the words in the correct order. I also gave other links to websites to practise word order and then she practised doing it better. After that she wrote the paper to share in conversation with learner themselves. | | | |
| 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 P17’s sample because she liked to learn more sentences in English. I gave some questions on the poster then the whole group wrote answers to the questions including her. She has shared the papers to explain with the group. She really enjoyed the topic of sentences and conversation in English. She also practised exercises on the websites. She practised writing the sentences and answers to the questions for about one week. After that she made the papers to share with a learner in conversational English. She also gave answers to the simple questions that I asked. After that she wrote conversational English sample for a day. She improves it because she is good at learning quickly. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | PDF file | PF monthly\_  Portfolio P17  \_December | She made samples of an English conversation with another learner and answered the simple questions. Then I filmed her signing an explanation of papers. |
| WHOLE GROUP WORK |  |  |  |

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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?**  I planned to collect P21’s portfolio but she did not come to class in December so please see above in part 1 comments. I did not take her sample.  I took several posters on which they wrote simple sentences and answered the questions in English. I explained how to write following the structure rules. I also explained how to use correct sentences, for example *people- acting-things.*  I gave some questions on posters, for example *How are you? , What do you do, What is your favourite food and Where are you* etc. After that learners wrote these sentences on the posters themselves. I saw that some of them were interested in making these sentences. The others found it difficult to express the answers to these sentences that’s why they had never practised writing sentences before. I gave students who some tasks on external websites that they can use to practise making sentences themselves like *correct order and fill in sentence and correct* *sentences* etc. I was teaching about one month for this lesson. They are looking interested to learn more sentences. They also chatted and discussed what they learned in class on WhatsApp. They also wrote messages with simple sentences themselves on WhatsApp. | | | |
| 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 took some pictures of the whole group sharing. I gave an explanation and showed the example sentences. Then I made some questions for them and wrote their answers to the questions. Some of the learners shared in pairs and some can wrote themselves alone. Some of the learners have enjoyed writing sentences and conversation in English. They were also happy to learn this lesson. Some of the others were not interested in making sentences. They could read the sentences and words. Some of them want to learn more sentence practice and will be doing it better in future. They understood this lesson which is very important on conversation in English and will be useful in the future. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| WHOLE GROUP WORK |  | PF monthly\_ Portfolio  \_wP2P Group\_2.jpg  PF monthly\_ Portfolio  \_wP2P Group\_7.jpg  PF monthly\_ Portfolio  \_wP2P Group\_ DSC04572.jpg | The whole group made samples which were answers to the questions. They wrote simple sentences themselves on the posters. |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | I felt that the teaching was better for this lesson on simple sentences and conversation in English. I also gave an explanation of this topic through sign language for them to understand it better. And I also discussed with the p2p group for guiding to help change in sentences correction. |
| What was difficult for you? | I always have difficulty in expressing in perfect English sentences. I also find it difficult to explain grammar rules about for example, *is, are, were, was, have, will be* etc. I showed the learners how to follow these rules but did not explain it deeply. |
| How did you work with others in the research team? | There was no communication with the UK team in December. |
| **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 learned the lesson but some were excited about simple sentences and conversional English because they wanted to improve sentences. The others also did not enjoy the lesson because they are tired of sentence practice. |
| 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 that they were had been good at learning English. Some of them liked to write in the conversation and sentences. They chatted and discussed in the P2P group on WhatsApp related to this lesson about practice sentences. The others were not interested in practising the sentences. |
| How did students feel about progress with sign language? | I explained this lesson in Indian Sign Language. The learner was doubtful about this topic and reluctant to talk about the sentences with his peers. Afterward they can discuss this topic themselves using ISL. Again, I explained it in order to clear their doubts. Some of them were learning quickly in ISL. |
| How did students feel about progress with other skills (computers, world knowledge, etc.) | Regarding their world knowledge, I also gave an explanation by relating some moral stories to them because they liked and understood stories. These stories was useful for teaching the students about this moral because it shows how to have good behaviour in life.  They knew little about using the computer. They need to continue their learning of the computer skills. |

**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.**





