

## FIELD DIARY N° 2

**FIELD DIARY No 2**

**TTEACHER'S NAME: Alejandra Cepeda Escobar**

**OBJECTIVES OF THE CLASS WITH STUDENT PIAR**

**To learn the present progressive in affirmative sentences.**

**GUIDING QUESTIONS:**

**What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?**

**INSTITUTION: Instituto pedagogico campestre. (IPC).**

**POPULATION: PIAR student in 3rd grade.**

**DATE: February 15th,  
2024**

**START TIME: 10  
am**

**END TIME: 10:45 am**

**CONTEXT:**

**CLASS DEVELOPMENT**

The class is held in the third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's English teacher, is important to consider.

The student seems unmotivated by the proposed activities, he does not like to write, so the information is written in his notebook; the information is repeated more than three times so that the information is clear to the student. It should be noted that the student is developing the same topics as his other classmates, who do not have any special conditions.

The student constantly appears unmotivated and does not want to be in the classroom, nor does he shown interest in paying attention; since he does not make eye contact, he only nods his head or says, "yes miss, I understand."

STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERINCE
<p>The student does not show interest in the subject, nor does he demonstrate understanding of it.</p>	<p>What teaching methodology works with PIAR students?            What teaching materials and teaching strategies should be used with PIAR students to teach English?            What is the best way to teach the PIAR student Jacob?</p>
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
<p>The student showed no interest or motivation in class. He also demonstrated no clarity about the topic covered in class, despite having been told the information more than three times. This has caused concern as a teacher because I've never had an inclusive student in the classroom, nor do I have the knowledge about inclusive education, which worries me that the student doesn't understand anything I'm talking about.</p>	<p>Villa J. et. Al (2023), mentioned in their work that, <i>“Continuous training and consistency with teachers' daily work are required to strengthen strategies related to inclusive education”</i>.</p> <p>Reference:            Villa, J. et. Al (2023). La educación inclusiva: una mirada desde las concepciones y prácticas de la docencia en Colombia. <i>ResearchGate</i>.  <a href="https://www.researchgate.net/publication/374861937_La_Educacion_Inclusiva_Una_Mirada_desde_las_Concepciones_y_Practicas_de_la_Docencia_en_Colombia">https://www.researchgate.net/publication/374861937_La_Educacion_Inclusiva_Una_Mirada_desde_las_Concepciones_y_Practicas_de_la_Docencia_en_Colombia</a></p>