

FIELD DIARY N° 1

FIELD DIARY No.: 1		
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 students 3rd grade.		
DATE: February 6th, 2024	START TIME: 8:30 am	END TIME: 9:15 am

CONTEXT:	CLASS DEVELOPMENT
<p>The class is held in 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.</p> <p>Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.</p>	<p>The class began with an explanation of the topic through a video. The date, the title of the topic in the present continuous, and a brief explanation were written on the board for the students to copy into their notebooks. When I checked the notebooks, I realized that the student couldn't write. He only wrote circles in his notebook, but he didn't copy down the information. I explained things in a more personalized way to the student, but when I asked him to give me a verbal example, I didn't see any evidence of the student's understanding of the topic. So, I copied the information into his English notebook, explained the topic and structures again, and repeated the examples given in class.</p>
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE

	EXPERINCE
<p>When the topic is explained, the student does not have any doubts about it, nor is there evidence of understanding on the part of the PIAR student.</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>
<p>ACTIONS ON WHAT HAS BEEN EXPERIENCED</p>	<p>AUTHORES</p>
<p>In today's session, the PIAR student was not very engaged. He seemed unmotivated in class and constantly distracted. Additionally, as a teacher, I feel frustrated and distressed about this because I don't know how to work with the PIAR student.</p> <p>I have no idea what materials or methodologies are appropriate for teaching him English since I've never had a PIAR student in the classroom. I haven't been given any tools for inclusive education during my academic career.</p> <p>Teachers' lack of knowledge in inclusive education generates demotivation in PIAR students and leads to inadequate use of pedagogical materials that do not meet the needs of students requiring reasonable adjustments in their activities</p>	<p>De Toro Clara, H (2016) mention in her work Arnaiz (2004) who states that "<i>inclusive education focuses on how to support the capabilities and needs of each and every student in the school community so that they feel welcome and safe and achieve success.</i>"</p> <p>Inclusion seeks to enhance student engagement in local schools and consequently minimize exclusion, while also recognizing that education beyond the classroom is a crucial component of this process.</p> <p>Reference:</p> <p>De Toro Clara, H. (2016). La educación inclusiva, ¿una escuela para todos? <i>CORE</i>. https://core.ac.uk/outputs/61487677/?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1</p>