

## FIELD DIARY N°4

**FIELD DIARY No 4**

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

**OBJECTIVES OF THE CLASS WITH STUDENT PIAR**

**To understand the meaning and uses of can and can't.**

**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: March 9th**

**START TIME:**  
7:00am

**END TIME: 7: 45 am**

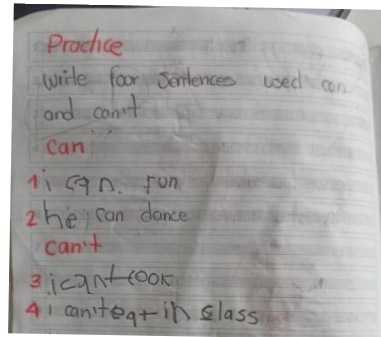
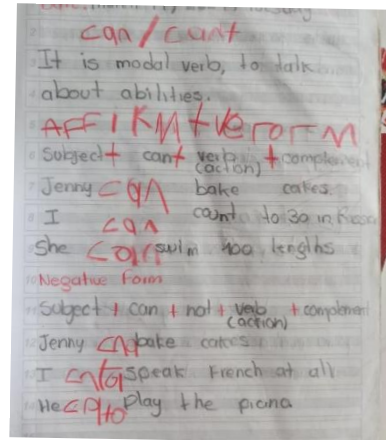
**CONTEXT**

**CLASS DEVELOPMENT:**

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. Additionally, the student's oral communication in his native language

In class the topic of can is introduced, the topic is explained in a personalized way, again it is decided to write the information in the student's notebook, because the student's handwriting is not legible, it is evident that the student gets bored easily, does not pay attention to explanations and is disoriented as to the use of can in affirmative and negative sentences can't.

(Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.



STUDENT-TEACHER INTERVENTION

I am not clear about the appropriate way to motivate the student and improve the activities so that the PIAR student understands the english topics to be developed, since the topics that the student must learn are not appropriate to their pedagogical needs, nor to the skills that the student has, something that generates boredom, little participation and demotivation in the student.

Motivation not only facilitates the constant participation of the PIAR students in each of the pedagogical activities proposed by the teacher, but it is also an aspect that contributes to their

QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE

How could I motivate the PIAR student?  
 What pedagogical actions are better to PIAR student understands the topic in English class?

<p>learning process of the second language in English, in addition, it strengthens the positive relationships between the students and the teacher, this with the pedagogical purpose of strengthening the classroom environment with the PIAR students, attending to each of their educational needs.</p> <p>In this way, it is understood that motivation can be born initially in the individual, with the purpose that this person wants to learn, but this motivation factor also involves other pedagogical factors, such as pedagogical strategies, materials, and activities that are developed within the classroom.</p>	
<p>ACTIONS ON WHAT HAS BEEN EXPERIENCED</p>	<p>AUTHORES</p>
<p>it is also evident that complex grammar topics are not clear to the student, not knowing as a <b>English</b>, does not participate, sometimes does not speak when asked.</p>	<p>Feldman and Paulsen (1999) '<i>find that the quality and levels of understanding that students achieve regarding the knowledge of a scientific discipline are directly related to their motivation, which is reflected in the learning outcomes</i>'.</p> <p>Reference:</p> <p>Feldman, Kenneth y Michael B. Paulsen (1999), <i>New Directions for Teaching and Learning</i>, San Francisco, Jossey-Bass Publishers.</p>