

FIELD DIARY N° 3

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TTEACHER'S NAME: Alejandra Cepeda Escobar

OBJECTIVES OF THE CLASS WITH STUDENT PIAR

To understand the meaning of the verb To Be.

GUIDING QUESTIONS:

What are the better strategies to teach a grammar topic to PIAR student?

INSTITUTION: Instituto pedagogico campestre. (IPC).

POPULATION: PIAR student in 3rd grade.

DATE: February 26th,
2024

START TIME:
11:30 am

END TIME: 1:00pm

CONTEXT

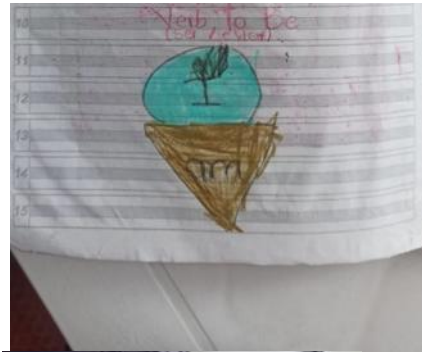
CLASS DEVELOPMENT:

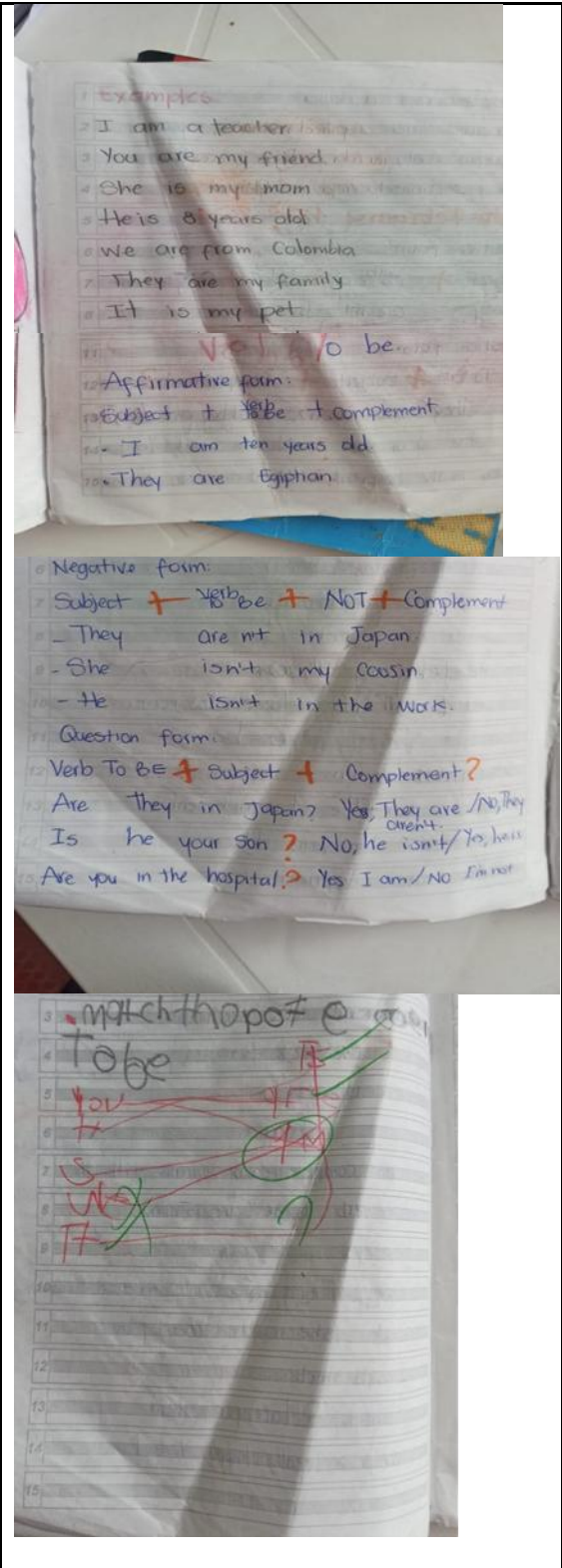
The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral

The class begins by explaining the Verb ‘‘ To be’’ in the simple present tense. Because the student is not writing correctly- his handwriting is neither legible nor correct- it is decided to copy all information into his notebook, using drawings made by the teacher. Additionally, the topic is explained to the student in a completely personalized

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

manner. However, it is evident that the student does not understand the topic, as he is asked something that was explained a few minutes ago, but the student does not respond. Fill in the box, and matching activities are carried out, but the student answers incorrectly. In addition, his notebook appears very disorganized, and it is difficult to read the information.



	
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE
When the teacher explained the topic, the student tried to pay attention and repeat	What topic could the student understand

some words, but at the moment of asking him, he responded incorrectly. The teacher asked the student to repeat the words, from the verb 'to be', the student tried to repeat the words, and that activity was developed with the purpose that the student memorize the verb 'to be'.	better? How to teach topics to PIAR students, considering their pedagogical needs?
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
The student showed a lack of motivation, always looking out the window. When the explication is given in a personalized way, the student tries to pay attention for a moment, but shortly after having explained the topic. Questions are asked to the student, but he answers incorrectly; the topic is explained again from the beginning, with the purpose that the student, through repetition, can memorize the topic. The lack of motivation can occur on the part of the student due to the methodological and pedagogical process as an English teacher leads in the classroom, given the lack of knowledge of the needs of the PIAR student, and the choice of materials and activities that are not relevant to the student, makes them demotivated, leading them to school failure.	Regarding the Traverse (2024) page, in its online article, where mentioned that <i>'Teaching languages in a classroom setting also benefits from repetition. Activities like singing songs, reciting poems, and playing language games provide repeated exposure to new vocabulary and structures. This helps students become more comfortable and confident in their language abilities.'</i> Reference: Traverse (2024) Supercharge your Memory and Understanding.