

MDD1 : CONTEXTUAL FACTORS

1. Community in which the school is located and/or serves, municipality or owner and school factors:

The institution is an elementary school which is located in Villa Nonguén, Concepción, Región del Bío Bío. There are about 270 students from Pre-kinder to Eighth grade and there is only one group of students per grade.

The institution is a subsidised school. However, a foundation is in charge of the half which is not covered by the municipality, and hence the school is for free for students.

According to UTP, most of the students' families are highly vulnerable in matters of socioeconomics. There are about 4 four families that belong to indigenous groups and most of them consider themselves catholic.

Although the school does not give breakfast to students, they do provide lunch to them for free.

The school has a principal hall on the entrances, where kids can play during breaks, and one common playground for all students, which is located next to the main hall. There is a library for the students, a computer laboratory and a cafeteria for them to have lunch.

In addition, in each classroom there are windows in both sides of the room, so the daylight allows the teacher to have the lights turned off. Also, each room has between 20 to 30 individual tables, there is a whiteboard in front. Every classroom in the school has a projector hanging from the the roof.

Finally, all levels work with the English textbook provided by the Ministry of Education.

1.1. How These Factors May Impact My Lessons:

I think that the main factor that could be a disadvantage is the fact that some students sometimes forget to take the book to school and use that as an excuse for not doing the activities.

However, something of which I could make the most is the individual tables. For instance, it would be much easier rearranging the classroom for them to work in groups or pairs.

2. Student Characteristics and Their Instructional Implications:

2.1 Description of First Characteristic of Student(s) in this Class:

The first characteristic to describe is their behavior. Although it might seem that they have a bad behavior, they tend to pay attention in class and stay in silence while the teacher is

explaining. After the teacher finishes, they focus on their work and make the best of the help the teacher and their classmates can provide them to solve their doubts.

2.1.1 How This Characteristic Will Impact my Lesson:

Hopefully, this characteristic will not negatively impact my class since it will allow me to go on with the class as it was planned. Despite the fact they tend to start chatting while they are working, most of the times they try to finish the assignment before the class finishes.

I expect that they behave equally while I put the lesson in practice, using the chatting for their advantage so they can reach agreements and work together.

2.2 Description of Second Characteristic of Students in this Class:

The second characteristic to describe is their level of English. During the classes that I have been observing, I have been able to see that some of the students have a higher level than their classmates, and few are incapable of understanding the foreign language.

2.2.1 How This Characteristic Will Impact my Lesson:

Even though this might seem a disadvantage at first, I would like to see it as something that I should consider when planning the lessons. This, because they tend to help each other and those who understand better realize who are the classmates who have more difficulties. Hence, group and pair work might be more collaborative.

3. Physical Aspects of the Classroom and Their Instructional Implications:

3.1 Description of First Physical Aspect:

The first physical aspect is the sitting arrangement. Most of the students in the classroom have individual tables, and just a few share a double one.

3.1.1 How This Aspect Will Impact My Lesson:

Even though the space within the room might not seem enough for making rearrangements, it would be much easier for students to work in separate groups of four or trios since the tables are not too big as they are individual.

Additionally, I think I will be able to move the tables and chairs to the corners and walls much more easily, in order to work with the children in the center of the room or on the floor.

3.2 Description of Second Physical Aspect:

The classrooms in which I will apply the lessons has windows on both opposite sides. Because of this, I will be able to not turn on the lights during the lesson.

3.2.1 How This Aspect Will Impact My Lesson:

I think it is an important aspect since it is vital to start teaching the children about how, with small details as not turning on the lights, we can take care of the planet.

Moreover, now that we are going through seasonal changes, and therefore timing changes related to daylight, the artificial light would only cause more heat than the one produced by the sun.

4. Reflects on the importance of knowing about students and the context to provide quality teaching

Knowing about the students to whom I will be teaching and the context in which they are would help me to thoroughly select the topics for working with them. By now, I am conscious that every student has a different reality in their houses and personal lives, so it is my duty as their teacher to get to know them and be prepared for any obstacle that might come in the way and help them to overcome it. I have to plan the lessons thinking about, not only how much they will have to learn about the language, but also how the class may help them to be interested in something that might catch their attention enough for wanting to learn more and help them in other aspects.