

# National Virtual Colloquium 2022

## Inclusive Practices in ELT to pupils with Behavioral Disorders and Learning Difficulties: Socializing experiences

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# Webinars and courses of reference

**Webinar:** Towards Educational Inclusion on English Language Teaching". UCPEJV; APC-ELI 2021

**Webinar:** Supporting Children with memory difficulties. British Dyslexia Association 2021

**Webinar:** "Inculcating practices for learning differences". English Australia Community. 2021

**Course:** Dyslexia Week 2021. British Dyslexia Association. 2021

▶ **TRAINING INSTITUTION:** Capri Hotel

The preparedness was developed within the framework of British culture week 2021, as part of the activities of the workshop "Diversity and inclusion in the classroom through the teaching of English"

▶ **BENEFICIARIES:** 30 English language teachers in service and in training

▶ **TYPE OF CASCADING ACTIVITY:** Workshop

▶ **MODE OF DELIVERY:** Face to face

# Actions implemented:

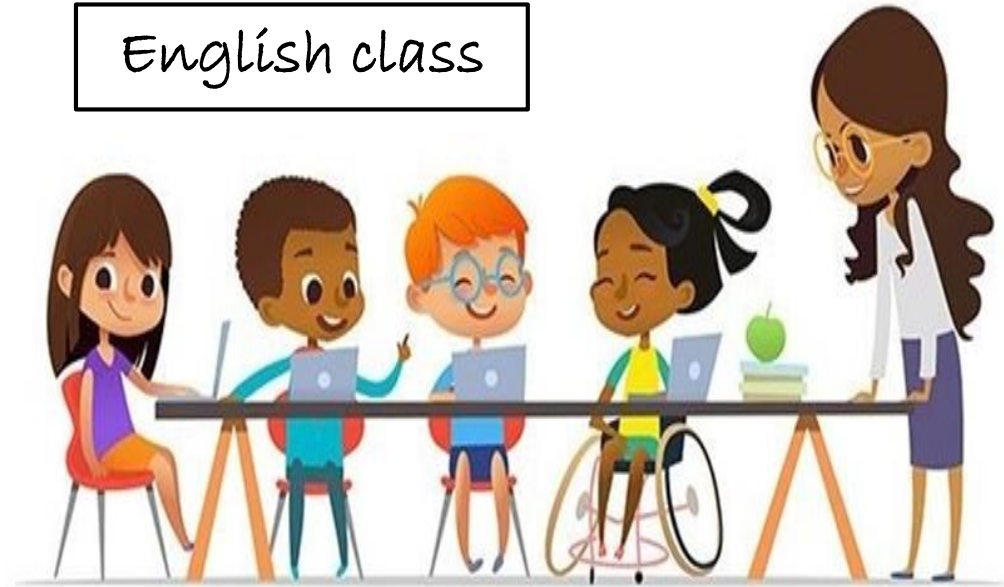
- ▶ It was delivered a workshop to prepare teachers in service and in training on inclusive practices and attention to diversity in the English classroom, especially with students with Behavioral Disorders and Learning Difficulties. After that, a brainstorming and feedback among teachers and trainer was developed. The content was delivered as follows:
  1. Familiarization on the terms of Educational Inclusion, inclusive practices, attention to diversity, Behavior Disorders and Learning Difficulties.
  2. Knowledge about Behavior Disorders, Learning Difficulties and second language acquisition.
  3. Resources and supports to taking in count in the English class. Use of the special 3<sup>rd</sup> grade Workbook (Mendoza, 2019)
  4. Tips to Inclusive practices with this pupils in the English class

## Inclusive practices

Participation of all learners, mobilize the necessary and adequate educational, human, support and material resources to overcome barriers to participation and promote active learning for all.



English class



Behavior Disorders, Learning Difficulties and second language acquisition  
L1 skills form the foundation for L2 learning, that mines problems with one of the L1 components will affect both L1 and L2 (listening, speaking, reading and writing,



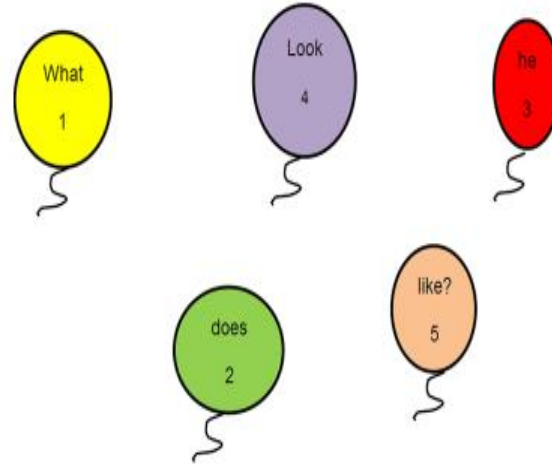
The Linguistic Coding Differences Hypothesis (LCDH) (Sparks and Ganschow, 1993)

## Resources and supports

Desk card; mind maps; visual; timetables; timelines; Mnemonics; Talking tins/Dictaphones mobile phones; make Learning multisensory (auditory, visual, kinesthetic, combined)  
Stimulate phonological and orthographic awareness (Cat rat)



Draw a line to relate the words to have a question.  
(Une con una línea hasta formar las preguntas y luego responde).  
Para describir físicamente a una persona preguntamos:

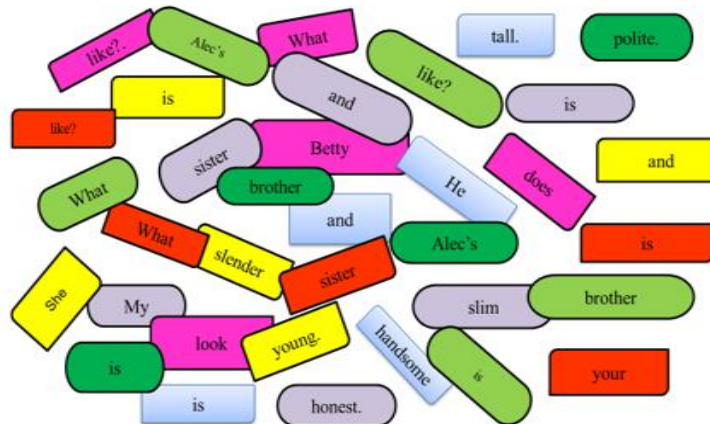


## Tips to Inclusive practices

Improve classroom climate (lighting, space, temperature)  
Promote more effective communication (specific guidelines, peer work)  
Provide more time for activities (dosage and divide tasks)  
Employ and teach to use learning strategies  
Flexible and contextualized evaluation

## Let's play

Game: A place for each object and object for each place. (Un lugar para cada cosa y cada cosa en su lugar).



# Conclusions

- ▶ The teachers in services and in training were able to raise awareness with inclusion, attention to diversity and teaching English to children with behavioral disorders and learning difficulties.
- ▶ The teachers found the resources and supports offered useful to help them to improve their lesson plans and inclusive educative practices.
- ▶ It was found that English teachers have insufficient knowledge about Special Education, Special Educational Needs and their involvement in learning English as a second language.
- ▶ The cause of these shortcomings may be due to insufficient initial training and preparation of ELT, which justifies the need to develop research to solve these problems through science.