

National Virtual Colloquium



Strategies to enhance students' learning potentials

Title of the Webinars of reference: Towards an Educational Inclusion on ELT Supporting **All English Learners and Planning for Success** ↔

TRAINING INSTITUTION: Dolores Corona Language Center at Varona Pedagogical University.

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BENEFICIARIES: Students from other faculties at Varona Pedagogical University.

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TYPE OF CASCADING ACTIVITY: designing lessons plan

MODE OF DELIVERY: Hybrid (face2face and online)

Main concepts taken from the webinars:

1. Towards an educational inclusion on ELT
2. Supporting all learners and planning

Inclusive education means all children in the same classrooms, in the same schools, it means real learning opportunities for groups who have traditionally been excluded- not only children with disabilities, but speakers of minority languages too.

www.unisef.org

Growth mindset

Leads to a desire to learn and therefore a tendency to:

- embrace challenges;
- persist in the face of setbacks;
- see effort as the path to mastery;
- learn from criticism;
- find lessons and inspiration in the success of other;

As a result, they reach ever higher levels of achievement and this gives them a greater sense of free will.

Key concepts in the webinars with relation between them

gifted or talented: Students, children or young who give evidence of high achievement capability in areas intellectual, creative, artistic or leadership capacity or in a specific field, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.
giftedconsortium.com

Growth mindset can be taught
The brain can be stretch and grow like a muscle.

Giftedness can be cultivated
Exposed to circumstances where talent can flourish

Lessons must require effort and challenge
Push themselves beyond the "comfort zone"

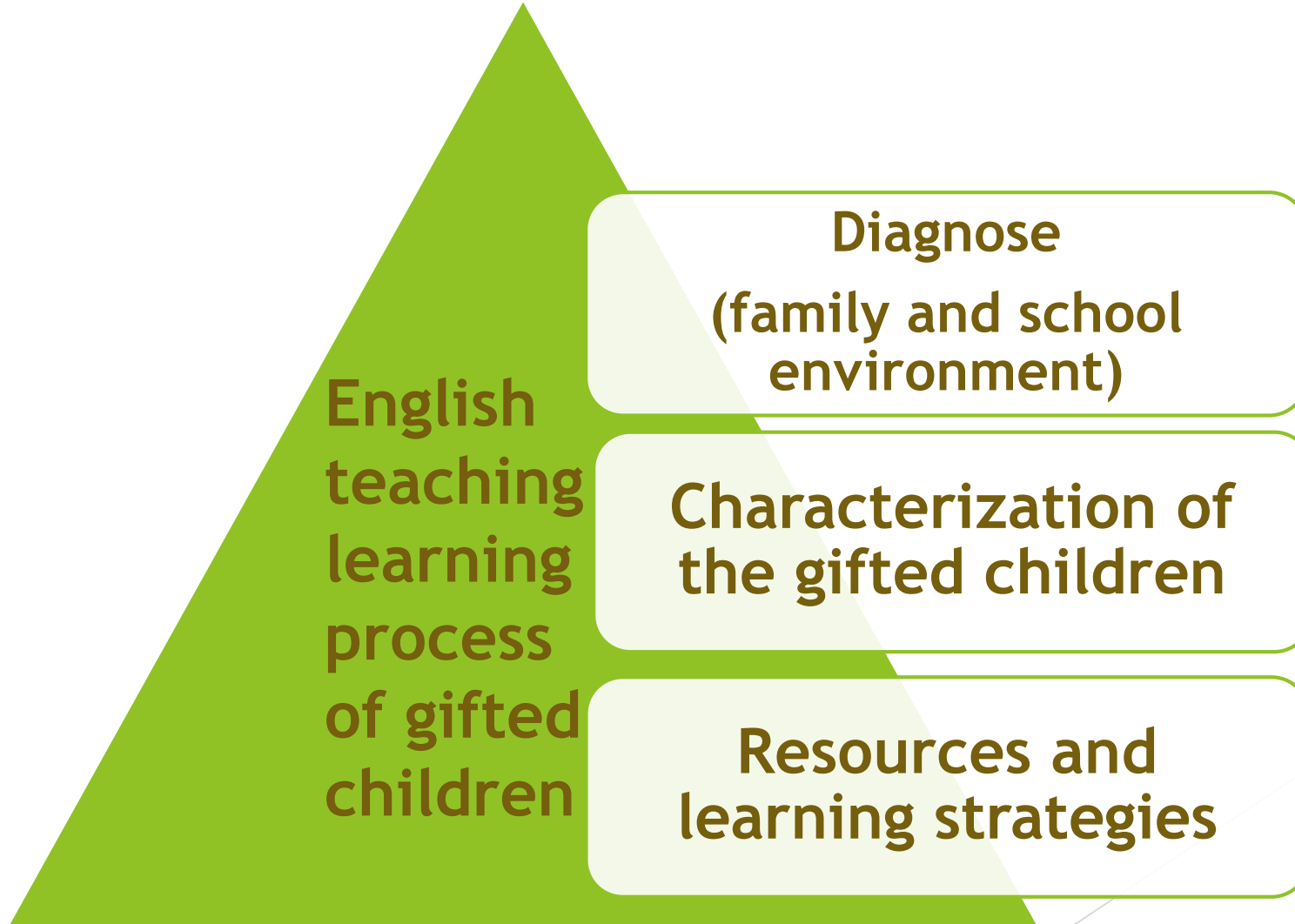
Gifted children:

- "... have evidence of high performance capability in intellectual, creative, artistic, leadership capacity areas, or specific academic fields..." (Gross, G., 2013).
- must be recognized as students with special needs. They need differentiated learning and supporting teaching strategies to bring out the potential in their skills, talents, and abilities.

Growth mindset:

- is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others.
- Can differ in their initial talents and aptitudes, interests, or temperaments; everyone can change and grow through application and experience.

The research is a result of a project that belongs to The School of Foreign Language Education from the University of Pedagogical Sciences Enrique José Varona.



→ Gifted and → slow learners

Gifted children:

- rapid learners with excellent memory and intense concentration.
- require time, attention, and patience.

Teachers must enrich their knowledge
Provide opportunities to acquire skills emphasizing strengths

Slow learners:

- identified on the basis of their poor performance
- not able to keep pace with average children and learn things that we expect normal children to master



→ learners and → non learners

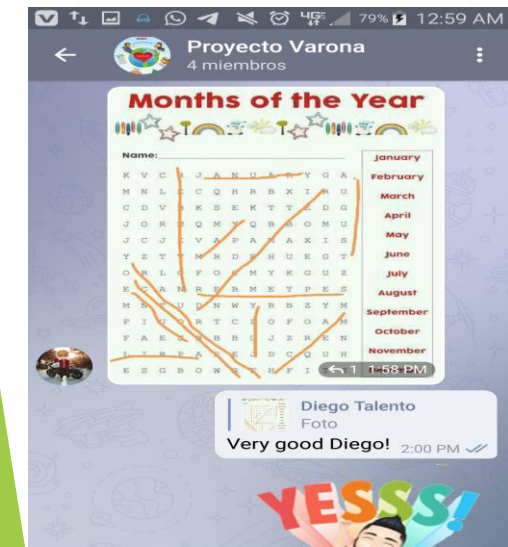
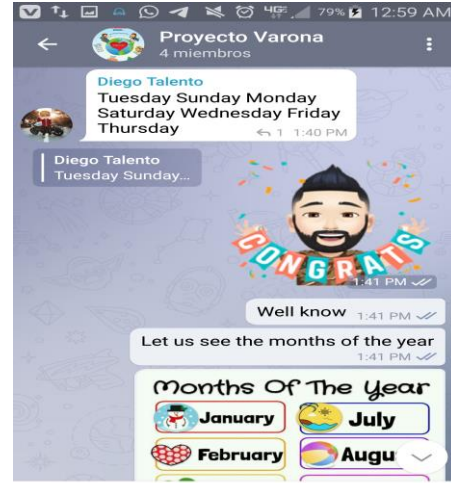
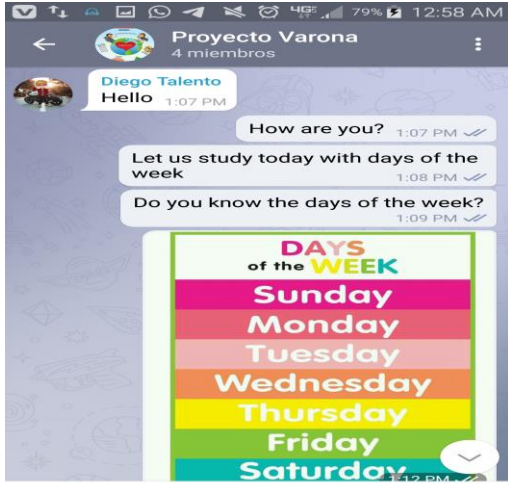
(Growth mindset):

Believe that the students learn to get better at something by working hard
Believe that they could get smarter.
The bigger the challenge the more they stretch

Fixed mindset:

When children are able to evaluate themselves become afraid of challenges
Failure can be a trauma
Effort is not an ability to succeed

Diego's progress as gifted child learning the English Language



Conclusions

1. Flexibility and understanding should be part of the strategies when teaching English
2. Take into consideration the way the teacher should face and guide the teaching process of English with every kind of student: slow learner, gifted children, average student, even though if a student has a fixed or growth mindset
3. Teachers have many challenges when the child's needs must be supplied, the importance of creating an inclusive education is imperative