

Atención a la Diversidad

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Público: Profesores de Inglés. **Materia:** Metodología de la lengua extranjera. **Idioma:** Español.

Título: Atención a la Diversidad.

Resumen

En cada clase hay estudiantes con diferentes ritmos de aprendizaje y niveles de motivación. Nuestro objetivo como profesores es que cada estudiante participe en el proceso de aprendizaje con plena satisfacción para lograr el éxito de acuerdo a su nivel de habilidad e interés. Para lograrlo, es necesario seguir una metodología dinámica y activa basada en el trabajo en parejas, grupal e individual para detectar diferencias y resolverlas mediante actividades de extensión o refuerzo.

Palabras clave: diversidad, motivación, extensión, refuerzo.

Title: Attention to Diversity.

Abstract

In every class, there are students with different rhythms of learning and levels of motivation. Our goal as teachers is that every student participates in the learning process with full satisfaction in order to achieve success according to their level of ability and interest. To achieve this, it is necessary to follow a dynamic and active methodology based on group and individual work in order to detect differences and to solve them by means of extension or reinforcement activities.

Keywords: diversity, motivation, extension, reinforcement.

Recibido 2017-03-30; Aceptado 2017-04-03; Publicado 2017-04-25; Código PD: 082117

The Order on July 25th 2008 - which regulates the attention to diversity among the students, in article II section 3 mentions that:

“Due to the compulsory character of the Secondary Education, the measures managed towards attention to diversity - which will be applied – are oriented to give responses to the concrete educative needs of students, being the main goal to achieve that maximal development of students’ personal capacities, and to get also the basic competences and the curricular objectives established for the Compulsory Secondary Education – ensuring students’ right to education then”.

It starts from the recognition that in every class there are students with different styles and rhythms of learning and different levels of motivation. Our goal is that every student participates in the learning process with full satisfaction in order to achieve success according to their level of ability and interest. Our proposal of No Significant Curricular Adaptation is:

- Methodology.

Detection of previous knowledge through initial exploration (diagnostic test) allows direct attention to the diversity of characteristics and needs of students in the group. In turn, each teaching unit is initiated by the exchange of prior knowledge (activities "warm up"), allowing you to build the teaching activity from the actual knowledge of students.

It is essential that the work environment favours learning and progress. For this reason, it must be ensured that students abide the coexistence rules while efforts will be made to create a relationship that fosters empathy within the group in order to find good reception to the proposed activities as well as the issues.

Proposals for attention to diversity take into account students with difficulties as well as students showing learning facility.

Cooperative work on which the resolution of tasks depends on the rest of the group, will guide the mode of grouping students. Students can be grouped, according to the task given, by different level of knowledge (for a project or a task in a group or in pairs) or even by level (for consolidation and reinforcement).

- The organization of the contents.

The attention to diversity is characterized by a slow progression in the early stages of the grammatical and lexical programme. Throughout the course, the cyclical presentation of new morphosyntactic elements implies to be constantly expanding and recycling, thus facilitating learning.

- Reinforcement activities, deepening or extension.

The proposed activities graded according to difficulty, establish repertoires of activities of low, medium or high complexity, the first being the most numerous. This approach allows a process of identification and anticipation of an early selection and planned activities, to meet the needs of selective reinforcement or extension of the different students.

- The evaluation.

The initial exploration can detect previous knowledge.

The formative assessment through observation of classroom activities and tasks allows regular monitoring and ongoing work of students. In light of teaching practice in previous years and to respond more effectively to diversity, it has revised the weight given to the competence "learning to learn" that now accounts for 20% of the overall mark (above 10%), essentially including classroom activities (exercises, assignments or projects of listening, speaking, reading, writing). Competence for autonomous learning still represents 10% of the overall mark and includes the way in which the student takes the class that is reflected in his/her notebook as well as the correction of the tasks, which is also done in class.

The summative evaluation will be conducted by means of examinations graduated by level of difficulty: basic, standard or advanced (Homogenization tests).

- The organization of time and space.

Reinforcement activities or consolidation, mainly for those students who struggle to keep up with the class, and expansion activities (through Internet, access and exploration of different directions useful in the process of teaching and learning) mainly for those outstanding students who finish activities before the rest of the class, can also be used during or at the end of the unit.

The initial information about the students indicates a more or less homogeneous character as far as their skills and knowledge in the foreign language are concerned. Only a minimum number of students have difficulties to follow the development of each session. In this way, the treatment given to each particular case will be aimed at attending individual needs. For this purpose it is necessary to specify the different types of students. The majority of students have a level which corresponds to what we can expect in the fourth course of CSE. They constitute about 90 percent of the total and as far as their mixed abilities are concerned, it will be possible to deal with them as solving problems as they appear, according to students' needs.

On the other hand, there are about 3 students (the Rumanian and two Spanish native students) who sometimes become lost in the development of the classroom due to a lower level in some specific areas. The treatment here can include additional explanations, changing from English to Spanish if explanations are not understood in the foreign language, or the use of reinforcement activities – to provide extra practice focused on specific forms or uses. Reinforcement activities will be given to them either as homework or during the different sessions. (examples are presented in Annex ____).

While reinforcement students work with reinforcement activities, the rest of the group will be busy with individual or group activities in order to enable the teacher to attend each student individually. One cannot forget that there are two students who have a level which is much higher than that of the rest of the group. One of them is interested in studying for a English Degree at the University of Manchester after Post-Compulsory Secondary Education. These students will be given special activities with a higher level of complexity (frequently related to ICT). These activities will, however, usually deal with the same content field as the work of the rest of the group. Additionally, extension activities can include reading a graded reader from the English Department library.