

1. Read the article below.

GROWTH MINDSET

The concept of a growth mindset was developed by psychologist Carol Dweck.

According to Dweck, a mindset, is a self-**perception** or “self-theory” that people have about themselves. Believing that you are either “intelligent” or “unintelligent” is a simple example of a mindset. People may also have a mindset related to their personal or professional lives—“I’m a good teacher” or “I’m a bad parent,” for example.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed characteristics. They spend their time recording their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.” Dweck’s research suggests that students who have adopted a fixed mindset—the belief that they are either “smart” or “dumb” and there is no way to change this, for example—may learn less than they could or learn at a slower rate, while also keeping away from **challenges** (since poor performance might either confirm they can’t learn, if they believe they are “dumb,” or show that they are less intelligent than they think, if they believe they are “smart”). Dweck’s findings also suggest that when students with fixed mindsets fail at something, as they **inevitably** will, they tend to tell themselves they can’t or won’t be able to do it (“I just can’t learn Algebra”), or they make excuses for the failure (“I would have passed the test if I had had more time to study”).

“In a growth mindset, people believe that their most basic abilities can be developed through **dedication** and hard work—brains and talent are just the starting point. This view creates a love of learning and a **resilience** that is **essential** for great **accomplishment**,” writes Dweck. Students who **embrace** growth mindsets—the belief that they can learn more or become smarter if they work hard and **persevere**—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Dweck’s explanation for fixed and growth mindsets is very important for schools and teachers, since the ways in which students think about learning, intelligence, and their own abilities can have a significant effect on learning progress and academic improvement. If teachers encourage students to believe that they can learn more and become smarter if they work hard and practice, it is more likely that students will in fact learn more, and learn it faster and more **thoroughly**, than if they believe that learning is determined by how intelligent or unintelligent they are. Her work has also shown that a “growth mindset” can be **intentionally** taught to students. Teachers might, for example, praise student effort instead of praising their talents and **innate** qualities—e.g., giving feedback such as “You must have worked very hard,” rather than “You are so smart.”

Adapted from: <http://edglossary.org/growth-mindset/>

After Reading:

In pairs, try to explain the words in bold by sharing your knowledge. If you come to a dead-end, ask your teacher. Then complete the vocabulary exercise and answer the questions that follow.

2. Match the words to their definitions.

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| 1. Perception | a. accept a theory or belief enthusiastically |
| 2. Challenge | b. extremely important/necessary |
| 3. Inevitably | c. continue doing sth even in the face of difficulty |
| 4. Dedication | d. the ability to recover from difficulty |
| 5. Resilience | e. on purpose |
| 6. Essential | f. natural, sth we are born with |
| 7. Accomplishment | g. carefully and with detail |
| 8. Embrace | h. sth achieved successfully |
| 9. Persevere | i. the way we understand sth |
| 10. Thoroughly | j. a difficult task |
| 11. Intentionally | k. sth that is certain to happen/can't be avoided |
| 12. Innate | l. the quality of being devoted to a task |

3. In groups of three or four discuss the questions below and be ready report back to class.

1. According to the text and your understanding of it, what is a growth and what a fixed mindset?
2. How important is this theory in helping students to learn better?
3. Do you think students can learn to have a growth mindset? Is it possible? And if yes how can they achieve this?
4. Can a growth mindset help people in both their personal life and school life? How?
5. Write down the words which you find are the most important in the understanding of the text. (key words)

4. In pairs, summarise the article. Try not to copy the text but do feel free to use key words.

5. Homework:

Make a list of ways that you think teachers can help students develop a growth mindset. Be ready to share your ideas in class and to create the GROWTH TREE!