

Forms of Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Fremdsprachendidaktik Englisch

Heterogenität im Englischunterricht: Differenzierung als Notwendigkeit und Chance

Prof. Dr. Sabine Doff

Internal Differentiation

Internal differentiation aims at the support of each student depending on their individual way of learning. Its basic idea is to offer a variety of learning arrangements from which students can choose according to their individual needs and working techniques. For teachers, this also means to become providers rather than instructors; their main task is to make internal differentiation possible while sustaining the social cohesion of the learner group (Lohmann 2011: 43f.). Current research results, however, state that internal differentiation methods are not very common at German schools. As Trautmann and Wischer explain, teachers tend to have a negative attitude even if they are willing to use these methods in class (2011: 5f.). They criticise that internal differentiation is difficult to implement since it is too work-intensive and time-consuming.



Interests

The idea of creating lessons according to pupils' interests is based on the principle of child-centredness, which is one principle of EFL. This principle includes the idea that the development of children is not unitary, therefore students' interests are distinctive. Thus, teachers have to adjust the content of the lesson to each group of learners.

Topics of interest are motivating if they evoke emotions, fantasy and creativity of school children. However, topics have to be authentic, meaningful and interesting for the pupils. Meaningful topics are subjects which focus on children's areas of interest (Böttger 2010).



Sources:

Böttger, Heiner (2010), *Englisch lernen in der Grundschule*. Bad Heilbrunn: Verlag Julius Klinkhardt.
Trautmann, Matthias & Wischer, Beate (2011), Der Vielfalt mit Vielfalt begegnen. *Praxis Schule* 1, 4-7.
Lohmann, Christa (2011), Differenzierung: Lehrkräfte zwischen Herausforderung und Verunsicherung. *Praxis Englisch* 2, 43-45.



Universität Bremen