

Forms of Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Fremdsprachendidaktik Englisch

Heterogenität im Englischunterricht: Differenzierung als Notwendigkeit und Chance

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Qualitative Differentiation

Qualitative differentiation aims at the individual ability of each pupil. In order to take these individual abilities into consideration, teachers can adapt their tasks. This means to create more complex tasks for more advanced learners and less complex tasks for the other students, while keeping the same topic for all students. The grading is traditionally as follows: production and reproduction (Lohmann 2011: 44) or reproduction, reorganisation and transfer (Haß 2008: 6). Apart from the tasks, the difficulty of texts also plays an important role: with regard to the topic, it can be easier or more difficult for students, depending on how close it is to their knowledge and experience (ibid.).



Quantitative Differentiation

Quantitative differentiation focuses on the length and amount of tasks and texts. Therefore, it takes the individual pace of each student into consideration (Haß 2008: 6; Lohmann 2011: 44). This might be one of the easiest and most practical possibilities to differentiate, as teachers only have to bring additional material into class for faster learners.

Sources:

Haß, Frank (2008), Keiner wie der andere: Im differenzierenden Unterricht Lernprozesse individualisieren. *Der fremdsprachliche Unterricht Englisch* 94, 2-8.
Lohmann, Christa (2011), Differenzierung: Lehrkräfte zwischen Herausforderung und Verunsicherung. *Praxis Englisch* 2, 43-45.



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