

Content Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Arbeitsgruppe Fremdsprachendidaktik Englisch – ForstA Projekt
Professionalisierung im Umgang mit Heterogenität und Differenzierung im Englischunterricht

What?

To what extent do pupils (with and without migration background) show interest in the integration of other languages in English lessons?

How?

A questionnaire conducted in six classes (117 pupils) between 5th and 8th grade in two *Oberschulen* in Bremen.

Analysis

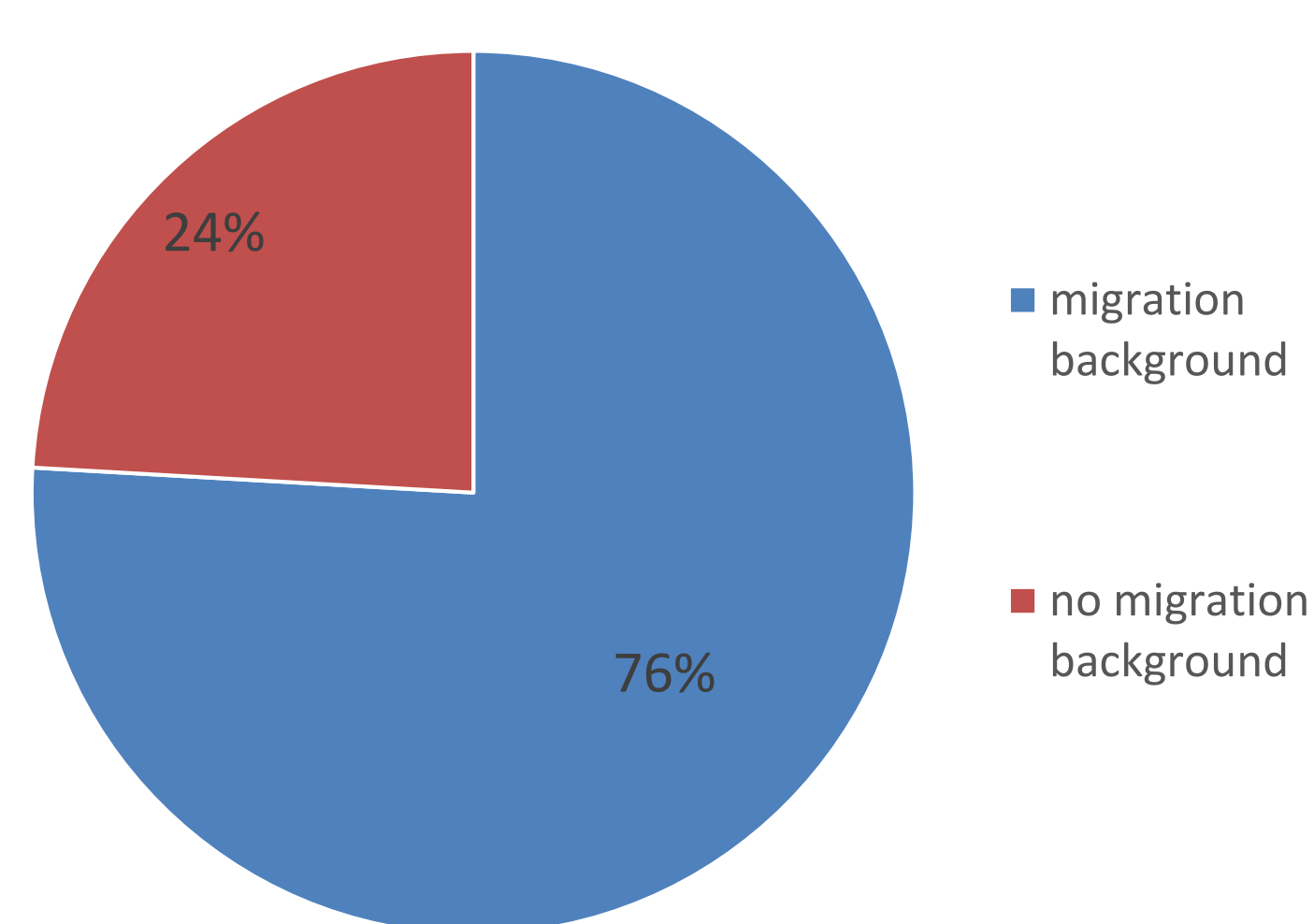


Fig. 1: Distribution of pupils with and without migration background

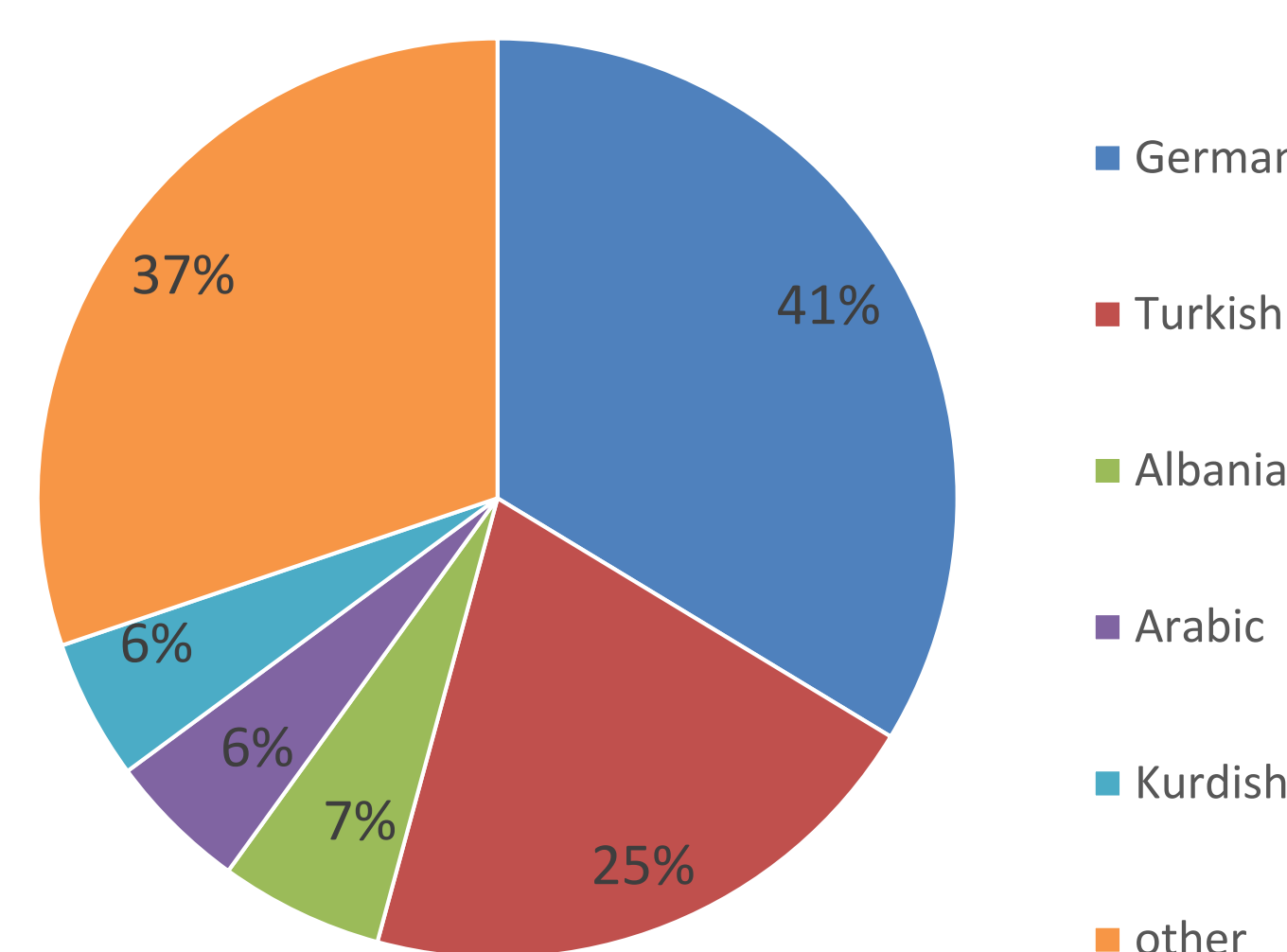


Fig. 2: Language(s) spoken at home by pupils with migration background (multiple answers possible)

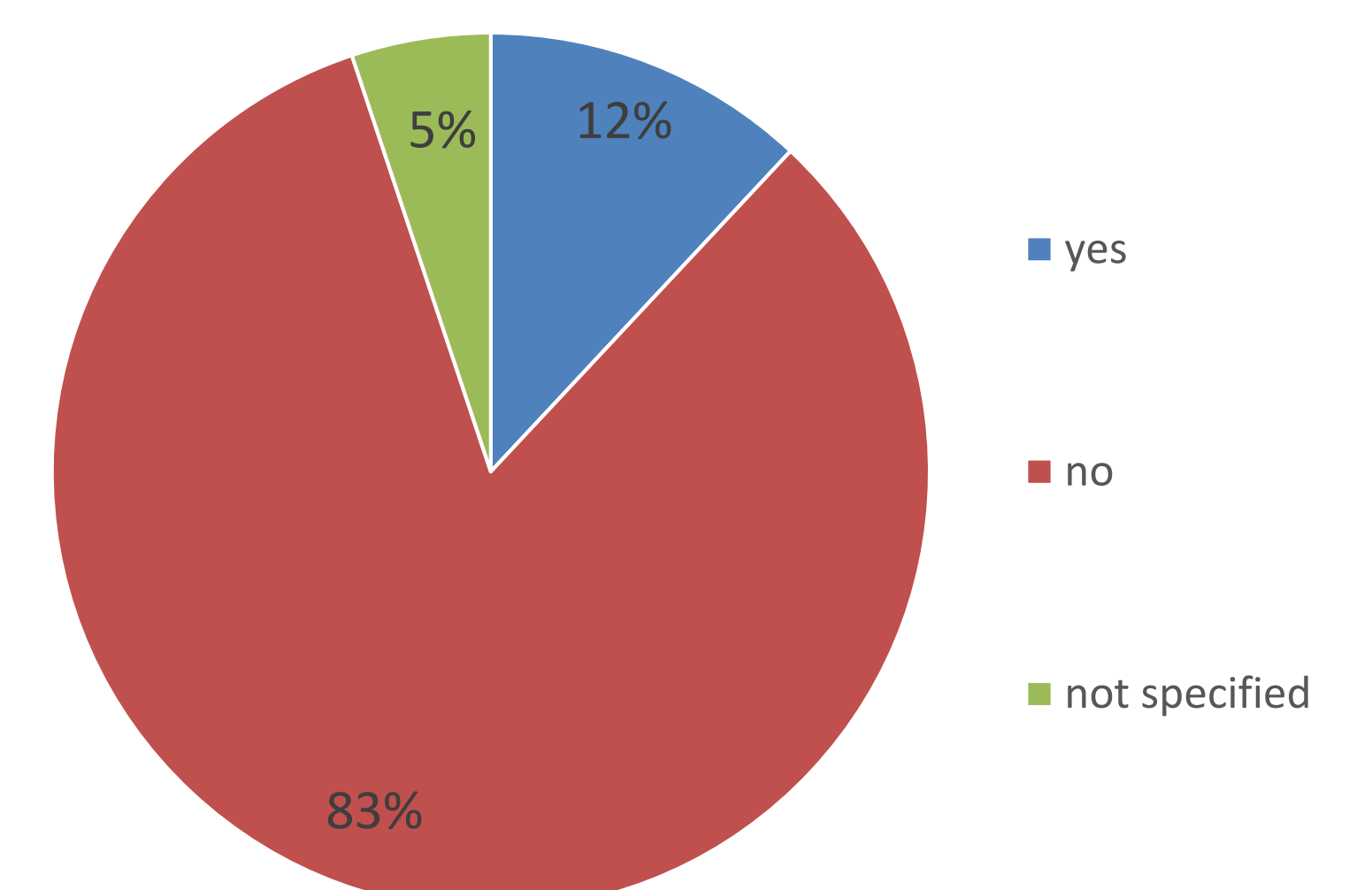


Fig.3: Experiences in comparing other languages, apart from German, to English (e.g. grammar)

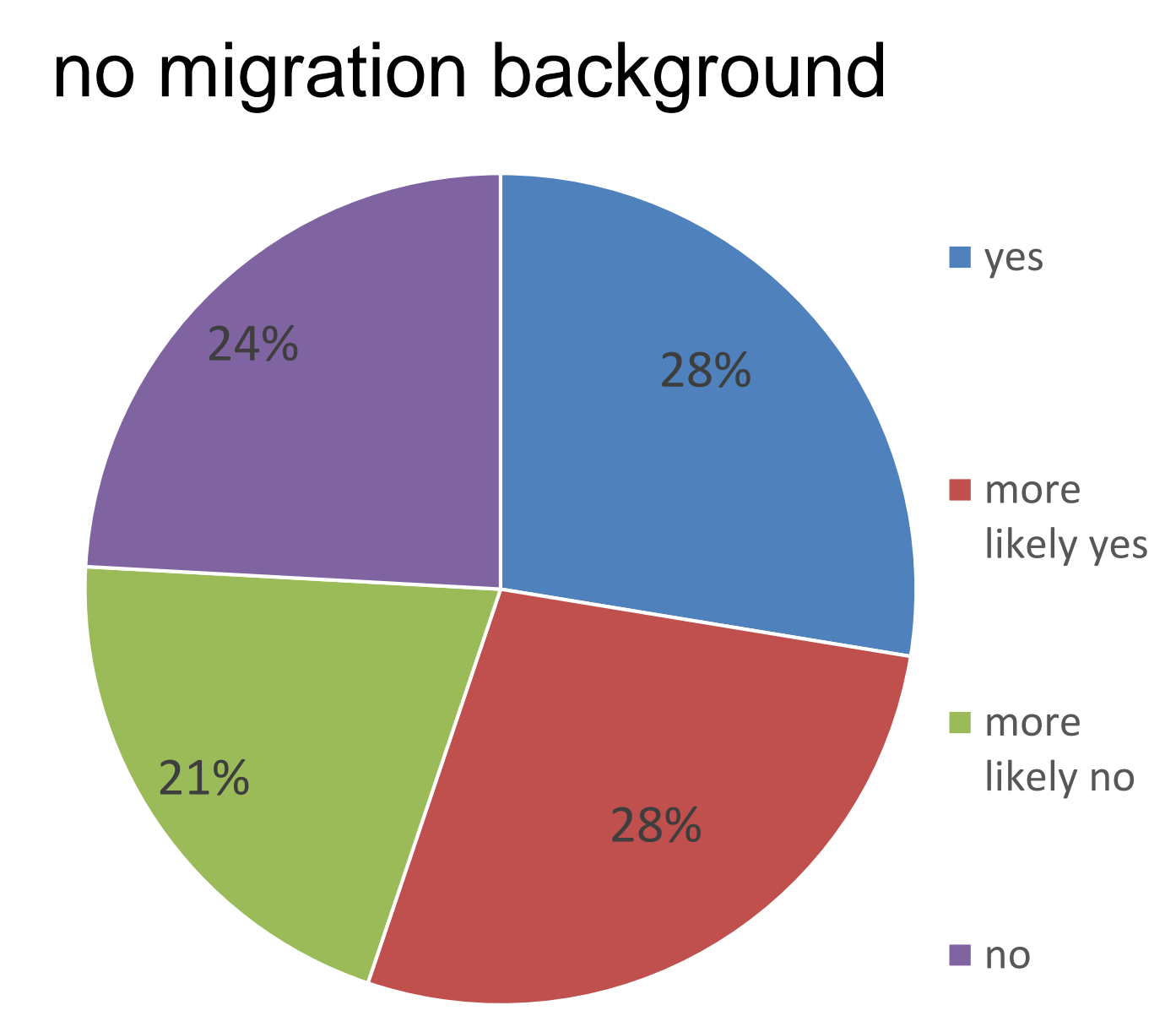
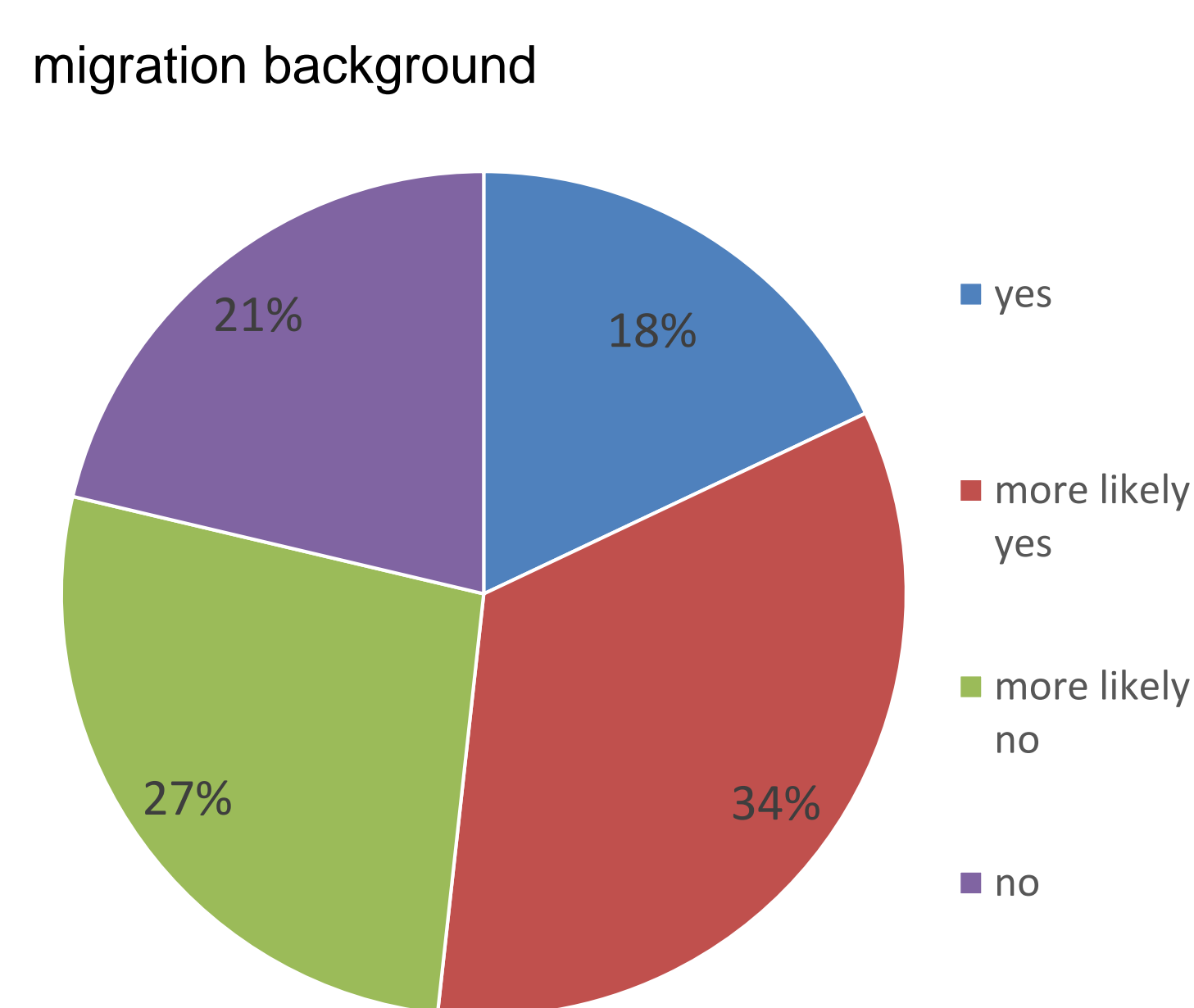


Fig. 4 and 5: Interest in including other languages than German in English classes

Conclusion

- Pupils with and without migration background do not differ much in their degree of interest in including further languages in English classes.
- Interest in "multilingualism" was relatively high on average, but varies considerably between classes, as does the linguistic composition (30 languages were specified in this study).
- Inclusion of other languages in English lessons should be carried out with attention to individual needs and interests.



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