

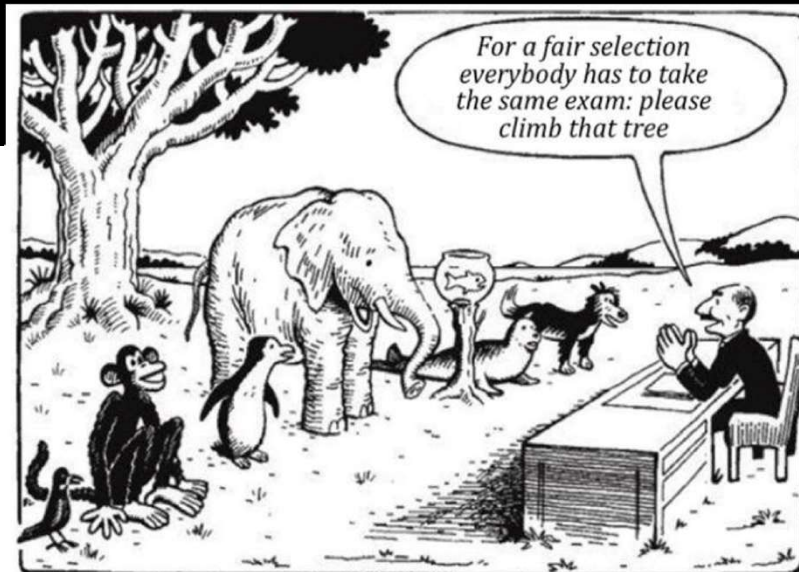
ENGLISH IN PRIMARY EDUCATION

TOPIC: DIFFERENTIATION

Seminar
Theresa Summer



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<https://sputniksteve.wordpress.com/2019/03/28/climb-that-tree-differentiating-differentiation/>

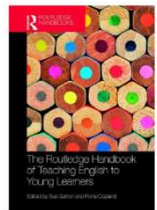
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OUR STARTING POINT

“Diversity is the cornerstone of the modern classroom.”

(Sullivan & Weeks, 2018, p. 125)



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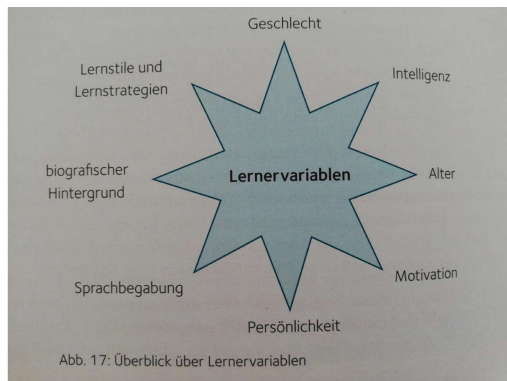
OVERVIEW

- 1. Diversity**
 - 2. Differentiated instruction (DI)**
 - 3. Scaffolding**
- Literature**
- Examples**

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1. DIVERSITY



How do learners differ?

“Individuelle Unterschiede führen [...] zu unterschiedlichen Lernwegen.”

(Thaler, 2012, p. 52)

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1. DIVERSITY

Emotional, Physical, Psychological, and Social Differences:

- age and individual (emotional and cognitive) development
- sex and gender
- learner type
- intelligences and abilities
- social and cultural background (the family situation)
- (inter-/trans-)cultural experiences
- previous experiences
- (second/foreign) language proficiency
- attitude to learning (motivation, dedication, and perseverance)
- discipline (willingness to learn)
- social competencies (especially in interaction with students and teachers)

Learner differences

“[...] it is a fact that the individual learner differences listed can range from being below, average, or above average for each individual student.”

(Eisenmann, 2019, p. 46)

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1. DIVERSITY

Different types of learners by David Nunan

(in Eisenmann, 2019, p. 49)

Table 1: Nunan's Classification of Different Learner Types (1991: 170):

Learner type	prefers to learn by...
1. concrete	... playing games, looking at pictures and films, talking in pairs in and outside the classroom
2. analytical	... studying grammar, reading, working on their own
3. communicative	... watching films, listening, talking, learning by conversation
4. authority-oriented	... listening to the teacher to explain matters, using a textbook, writing everything down, learning by reading, studying grammar

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2. DIFFERENTIATED INSTRUCTION (DI)

- Basis: proactive instructional design responsive to learner differences
- Guiding questions: can inform DI planning

(Sullivan & Weeks, 2018, p. 128)



Instructional Strategies	Learning Environment
<p>How do I structure instructional time within the classroom (lecture, choral responding, popcorn reading)?</p> <p>Can I present material through different means (audio, visual, varying text sizes, etc.)?</p> <p>Do some students respond differently to different types of instruction?</p> <p>Are there ways to shape instruction to meet individual student language needs?</p> <p>Can I utilize peers to assist with language instruction and socialization?</p>	<p>Is my classroom conducive to learning? Could I minimize clutter to help increase student focus? Do certain students require special environments to maximize learning and performance (i.e., quiet testing areas)?</p> <p>How do I create a welcoming environment for all students?</p> <p>Can I find ways to acknowledge and celebrate the diversity of cultures within my classroom?</p> <p>Are students grouped appropriately for small group instruction?</p>
Guiding Questions for DI	
Curriculum	Student Products
<p>Does my classroom's core curriculum support all learners?</p> <p>Are any students at risk for language difficulties? Can I vary instructional materials accordingly?</p> <p>Can I find ways to vary content by student interest?</p> <p>Can I alter the curriculum to focus on areas in need of additional instruction?</p>	<p>How do I assess students' language and content mastery?</p> <p>Do I offer options for students to showcase what they know and can do in a variety of formats? Would a variety of different assessments (exams, papers, projects, etc.) increase depth of learning and engagement with course material?</p> <p>Can I capitalize on the diverse linguistic strengths within my classroom when creating assignments and assessments?</p> <p>Are there opportunities for students to work in groups?</p> <p>Are grading rubrics varied by skill level?</p>

Figure 8.1 Questions to guide DI, derived from Skinner et al. 1996; Martinez et al. 2014; Delbridge and Helman 2016; Grinder 1993; Watts-Taffe et al. 2012; Ernest et al. 2011

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2. DIFFERENTIATED INSTRUCTION (DI)

“Educators act as
problem analysts”

(Sullivan & Weeks, 2018, p. 128)



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2. DI IN PRACTICE



- Design curriculum with learner variance in mind
- Engage students' understanding of key concepts, skills (e.g. use pictures)
- Capitalize students' interests, knowledge (e.g. learning strategies, choices)
- Use L1 for support
- Allow flexible pacing (wait 10 secs)
- Incorporate small-group instruction (cooperative learning)
- Provide **scaffolding** (e.g. model a task)

(Sullivan & Weeks, 2018, pp. 131-132)

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3. SCAFFOLDING



(Kolb, 2012, pp. 42-43)

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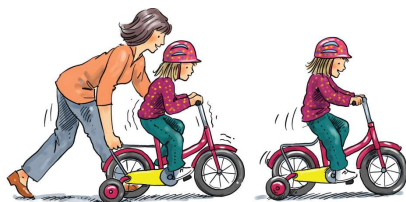
IN PRACTICE: EXAMPLE PRIMARY SCHOOL

Scaffolding as a pedagogic principle (Kolb, 2012)

Lehrerin: *What's in your lunchbox, Anna?*

Kind A: *Sandwich.*

Lehrerin: *Oh, in your lunchbox, there's a sandwich.*



Scaffolding konkret

Scaffolding im Englischunterricht der Grundschule erfolgt durch:

- wiederholtes Aufgreifen von Aufgabenformaten
- wiederholtes Aufgreifen von Themen (Spiralcurriculum)
- Routinen und Rituale
- Sequenzierung von Aufgaben in einzelne Schritte
- Aufgreifen von Vorwissen
- Modellierung von Äußerungen, Vormachen von Aktivitäten
- *prompting, rephrasing* und *corrective feedback*
- Nachfragen
- Visualisierung

INFO

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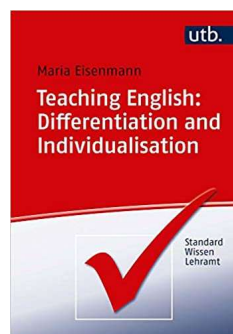
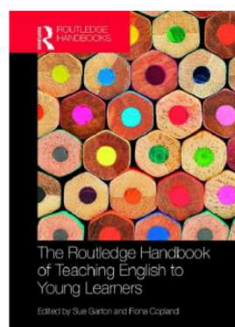
SUMMARY

Key terms

- ✓ Diversity
- ✓ DI (Differentiated Instruction)
- ✓ Scaffolding



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4. LITERATURE

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EXAMPLE: LAPBOOKS

M 1 | How to create a lapbook

You are going to create a lapbook on your topic.

■ Tasks:

1. *Research your topic.*
2. *Note down all important information.*
3. *Structure your topic and create subtopics.*
4. *Think of a logical sequence.*
5. *Choose a proper heading for each subtopic.*
6. *Take a closer look at your subtopics. What type of minibook would fit your subtopic (e.g. wheel book, accordion book, layered book, jigsaw book)?*
 - *Create your own type of minibook if you wish.*
 - *Don't use the same style of minibook more than twice.*
7. *Add illustrations, photos, lists and other material to your minibooks.*

(Grigoriadou, 2017, p.)

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EXAMPLE: NATIVE SPEAKERS IN THE CLASSROOM

How could you integrate native speakers of English into your lessons?

- **Writing (e.g. stories for the class)**
- **Language awareness & cultural activities (share songs, poems)**
- **Resource person; mediator**
- **Providing more challenging (digital) learning resources**

(Loder Büchel, 2010)

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DISCUSSION STATEMENTS

- Although diversity is the cornerstone of the modern classroom, there is simply no time for teachers to differentiate in ELT.
- Activities need to be comparable. Consequently, all activities should be the same for all learners.
- 28 lessons of teaching per week and 28 kids in a class: Is there time to differentiate in the classroom?

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