



Work in progress Bachelor thesis on: Differentiation with course books in English lessons of year 7

Fachbereich 10: Fremdsprachendidaktik Englisch

Heterogenität im Englischunterricht: Differenzierung als Notwendigkeit und Chance

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What?

Which opportunities and limitations do the course books *Notting Hill Gate 3* and *English G 21 D3* offer for differentiation in English lessons of year 7?

How?

Course book analysis

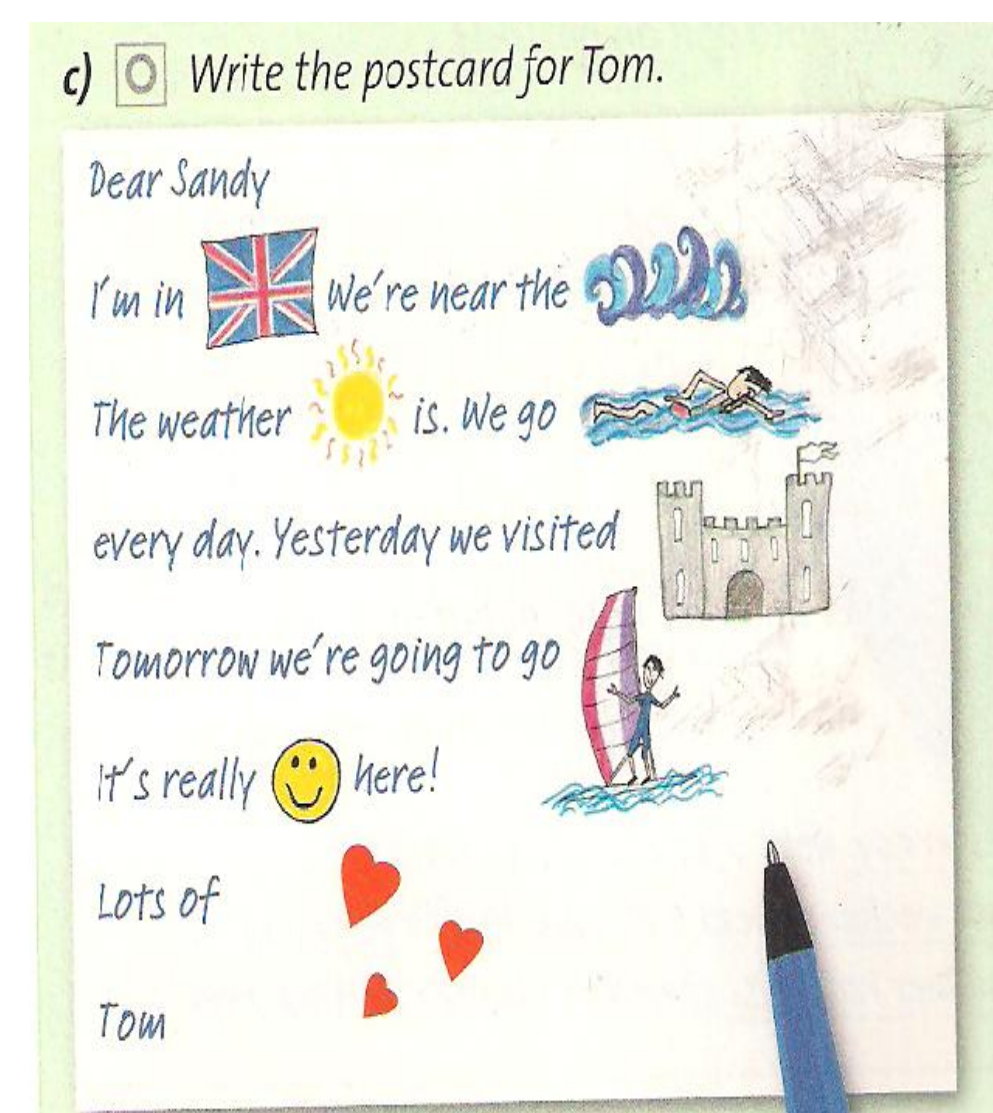
Comparison of the course books regarding differentiated tasks and exercises including:

- differentiation by learning styles
- differentiation by methods
- differentiation by level of performance

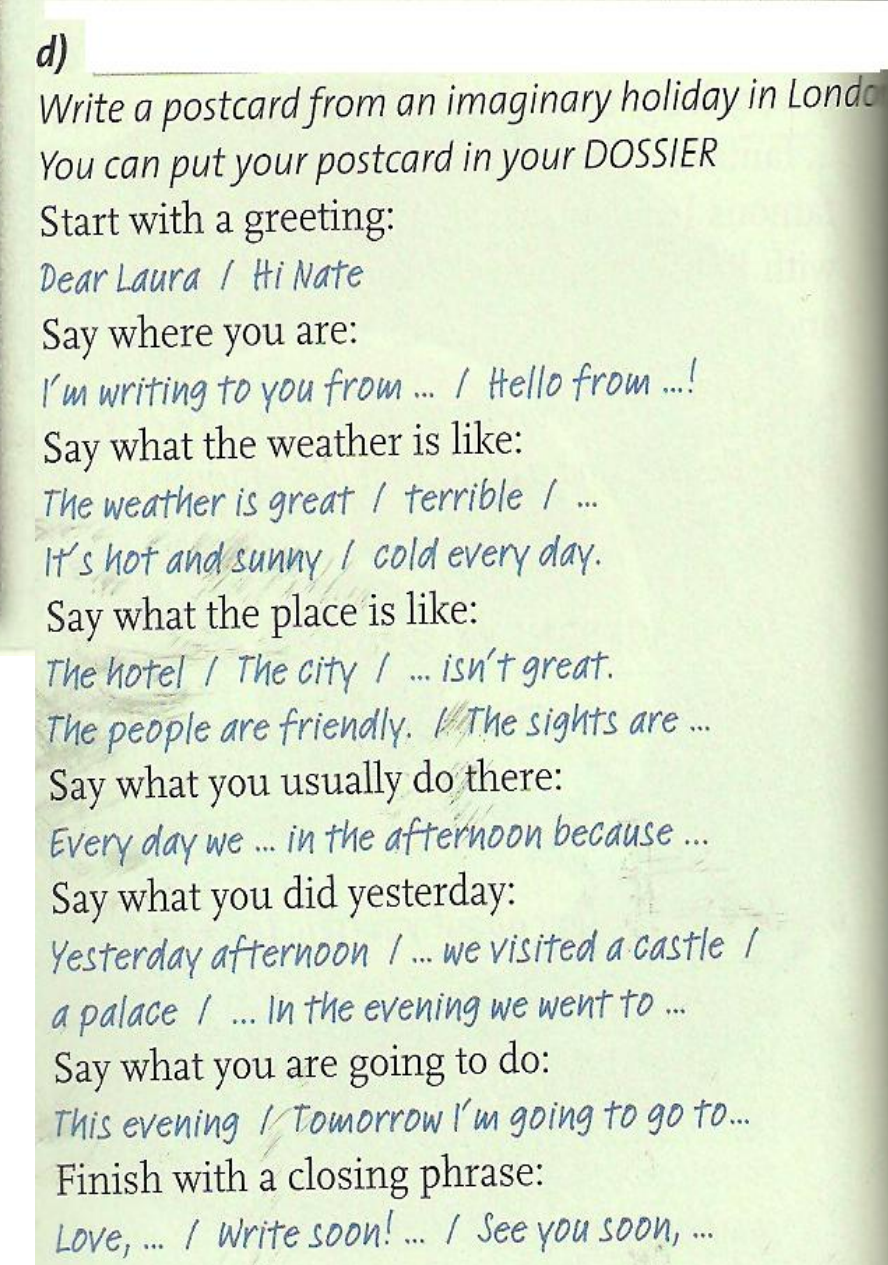
examples:

Example: Writing a holiday postcard

These two exercises are differentiated by level of performance. Exercise **c** aims at Pupils of a lower level and provides them with written sentences where only one word is missing. As an additional help, the missing words are replaced by pictures. Exercise **d** only contains certain parts of sentences and the pupils have to complete them. The sentences are much more complex than those in exercise **c**. Further task **d** requires more knowledge of the characteristics of writing a postcard.



Examples taken from:
English G 21



Analysis

Conclusion

Both course books try to support teachers in differentiating their lessons. Nevertheless, it seems impossible that one course book could fulfil the demands of all pupils in a mixed ability classroom.