



Quantitative Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Fremdsprachendidaktik Englisch

Heterogenität im Englischunterricht: Differenzierung als Notwendigkeit und Chance

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What?

How do textbook publishers adapt their books to ensure differentiation between learner levels?

How?

Analysis of the three versions of the course book *English G 21*

GYM – Gymnasium (advanced level)
ERW – Erweiterte Ausgabe für Oberschulen (medium level)
GR – Grundaufgaben für Oberschulen (basic level)

Analysed part of the book:

The story “Tim goes abseiling” or “Tim, a rock and a rope” in G 21 A&D 3 – 7th grade Unit 3, which is based on Jacqueline Wilson’s *Cliffhanger*, a novel for young readers (3rd grade) and native speakers of English

Example: Post-Reading Exercises

-GYM-

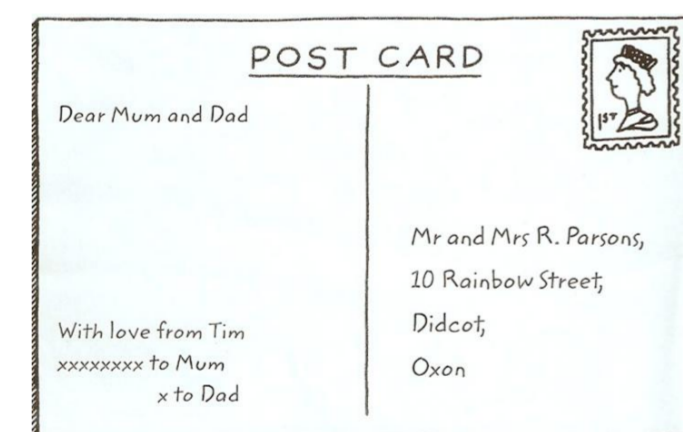
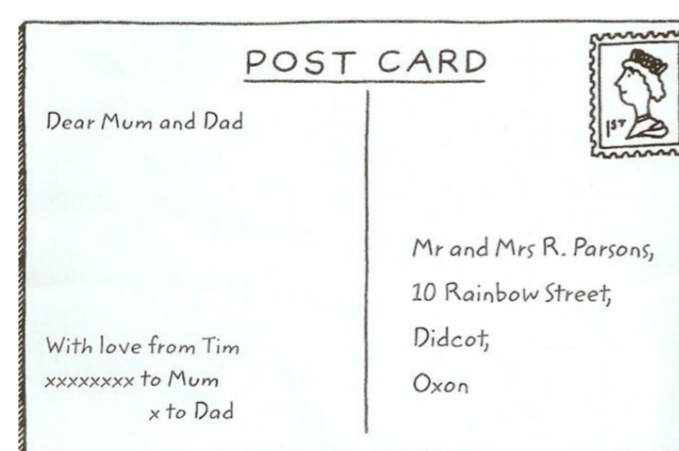
1 Scary
Write Tim’s next postcard back to his parents.

-ERW-

1 Scary
a) Write Tim’s next postcard back to his parents.
b) What’s the scariest thing that you’ve ever done? Make notes (what? where? when? who? how?) and tell the class about it.

-GR-

1 Scary
a) Write Tim’s next postcard back to his parents.
– Yesterday was great. I went down the cliff ...
– Yesterday we went abseiling. It was awful ...
b) What’s the scariest thing that you’ve ever done? Make notes (what? where? when? who? how?) and tell the class about it.



Analysis

Summary of analysis:

Pre-Reading:	Reading:	Post-Reading:
GYM no support, reflective task before reading	GYM and ERW offer the same adaption of the original text	GYM only one task, no further support
ERW and GR added visual and textual support	ERW and GR added textual and visual support	ERW and GR added visual and textual support

Conclusion

- On a text-basis GYM and ERW are nearly identical, on a task basis ERW and GR are more alike.
- The different levels are mainly achieved by a reduction of tasks and supporting material.
- Thus, the differentiation is more quantitative than qualitative.

Sources:

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Tillmann, Klaus Jürgen (2007), Kann man in heterogenen Lerngruppen alle Schülerinnen und Schüler fördern? Der Blick der Bildungsforschung in das Regelschulsystem. Vortrag auf dem Symposium des VdS auf der DIDACTA am 1.3.2007 in Köln [Online: http://bildungsserver.berlin-brandenburg.de/fileadmin/bbb/schulqualitaet/lehren_und_lernen/schulqualitaet/tillmann07heterogenitaet_selektion_auch_GSOR071230__1_.pdf. 23.6.2012].
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