

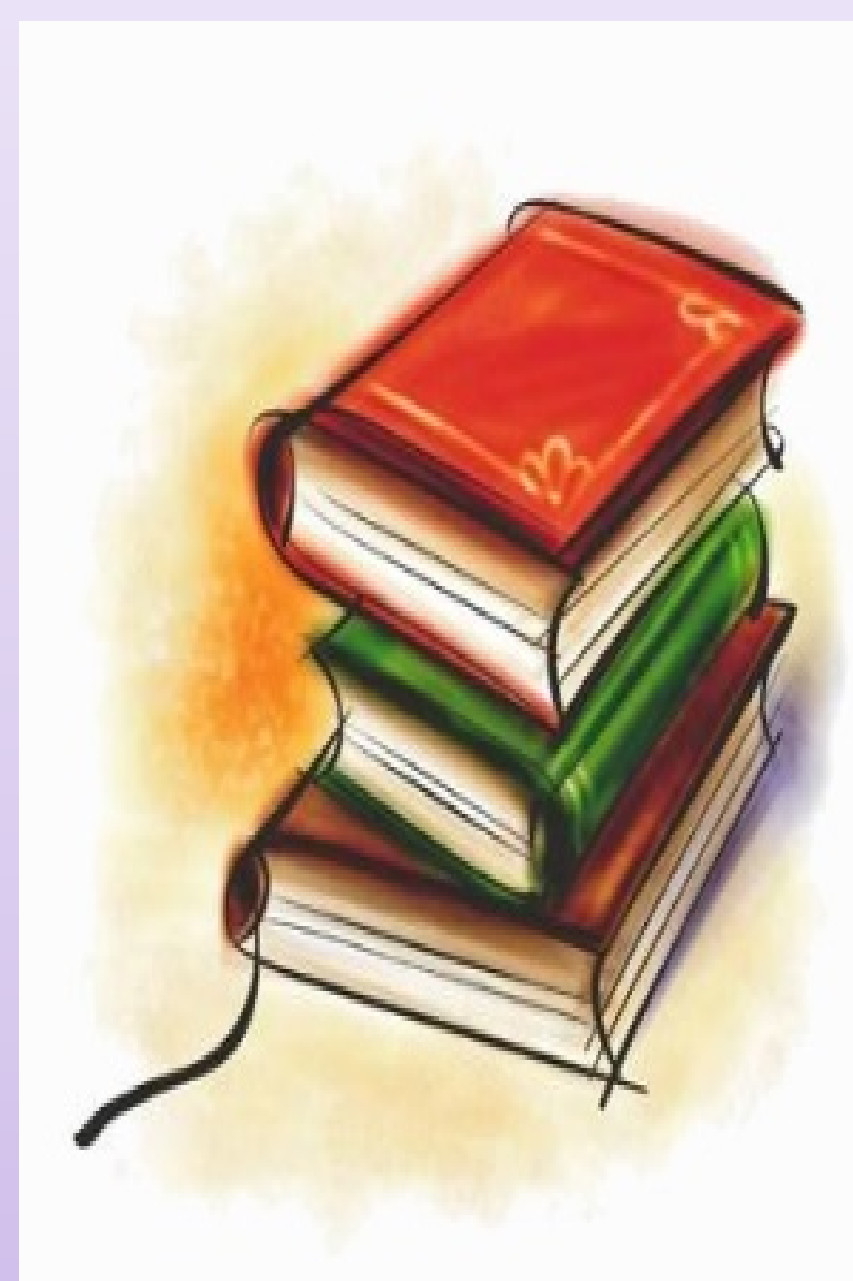
# Forms of Differentiation

Research-oriented Learning (B.A.)

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

## 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 ways to differentiate, as teachers only have to bring additional material into class.



## 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 others, while keeping the same topic for everybody. The grading is traditionally either production and reproduction (Lohmann 2011: 44) or reproduction, reorganisation and transfer (Haß 2008: 6).



### Sources:

Böttger, Heiner (2010), *Englisch lernen in der Grundschule*. Bad Heilbrunn: Verlag Julius Klinkhardt.  
Trautmann, Matthias & Wischer, Beate (2011), Der Vielfalt mit Vielfalt begegnen. *Praxis Schule* 1, 4-7.  
Lohmann, Christa (2011), Differenzierung: Lehrkräfte zwischen Herausforderung und Verunsicherung. *Praxis Englisch* 2, 43-45.



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