



E NGLISCH

Titel/Thema

Storyboard Internal Differentiation and Inclusive Learning in the EFL Classroom. Considering individual factors in the mainstream classroom

Verfasser(innen)

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Zeit	Handlung im Bild	Stichworte/ Fragen	Text
0:00-0:16	Eingeblendete Überschrift: Internal Differentiation and Inclusive Learning in the EFL Classroom. Considering individual factors in the mainstream classroom Five ideas for five different contexts		
0:17-1:44	Eingeblendete Überschrift: Inclusion in the EFL classroom – Valuing diversity: Developing positive attitudes towards ‚otherness‘ Yixuan stellt sich und den Förderbereich kurz vor. Während voice over: Studierende lesen in den Picture Books, die für die Unterrichtseinheiten verwendet wurden. Es wird außerdem ein Beispiel-Lapbook zum Thema Diversity präsentiert.	How can we create an atmosphere in the classroom that values diversity?	Recognizing and appreciating diversity is the foundation of every inclusive classroom setting. It is also key to creating an authentic classroom experience that prepares students to be active citizens in the real world. In order to foster positive attitudes towards diversity, teachers should acknowledge that there are potential differences between students’ social and cultural backgrounds and their abilities. Students will be more participative if we raise their awareness of differences and similarities in a positive way and integrate their personal experiences into our classrooms. Teachers should create an atmosphere in the classroom where all students feel safe and comfortable to share their thoughts, feelings and experiences. Fun and creative activities will also motivate students to express themselves more openly - either in a spoken way or other ways such as drawing, writing or handcrafting. For example, students can create lapbooks to approach the topic of diversity from various perspectives and cultivate their positive attitudes.
1:45-3:02	Eingeblendete Überschrift: Language: Creating multilingually-sensitive classrooms Jingyi stellt sich und den Förderbereich kurz vor. Während voice over: Studentin blättert im Picture Book ‚Can you say peace?‘ Es werden weitere Materialien gezeigt, die in der Unterrichtseinheit zu diesem Förderbereich verwendet oder kreiert wurden: Das Picture Book ‚My Two Blankets‘, Global Peace Path Gedichtband, mehrsprachiges Gedicht, Decke (Blanket) mit Wörtern aus verschiedenen Sprachen	How can we create a multilingually-sensitive classroom?	Students with a migration background can make our classroom more culturally and linguistically diverse. This diversity is a great asset because students can contribute new language skills, new ways of thinking, new knowledge and different experiences. As teachers we should embrace this diversity instead of regarding it as a problem to fix. In a differentiated EFL classroom, teachers should respect students’ various cultural backgrounds and their different mother tongues. Students should be encouraged to use their mother tongues to construct meaning. Language stigma should be wiped out, so a multilingually-sensitive learning environment can be built. Teachers can design classroom activities which allow students to draw on their mother tongues, for example, students with different mother tongues could collaboratively create multilingual poems. Through such group work, a sense of community will be built. Also, students can do some individual work like making a blanket with words from their first languages and from the target language.

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3:03-4:24	<p>Eingeblendete Überschrift: Learning strategies: Supporting visually impaired students</p> <p>Mheddin stellt sich und ausgewählte Aspekte des Förderschwerpunktes kurz vor.</p> <p>Während voice over: Mheddin, der selbst blind ist und die Unterrichtseinheit entwickelt hat, liest einen vor sich liegenden Text in Blindenschrift.</p> <p>Es wird außerdem eine kooperative Unterrichtsaktivität gezeigt, bei der Mheddin einem sehenden Studenten kleinere Spielzeugtiere aus Plastik gibt, die dieser mit geschlossenen Augen in der Fremdsprache beschreiben und benennen muss.</p>	How can we support visually impaired students?	<p>You can see and we can touch. The blind and visually impaired use their alternative senses, for example hearing and touching, to perceive information.</p> <p>As such, Visually-impaired students must have access to the lesson content by having brailled or magnified materials.</p> <p>The teacher may also provide touchable realia whenever possible. For example, the word field 'animals' can be introduced with the help of toy animals. This will enable the visually-impaired students to haptically make meaning of the new words.</p> <p>A cooperative environment is another prerequisite for a successful lesson. The visually-impaired and sighted students can work together, for example, by having sighted students describe objects to visually-impaired students.</p>
4:25-5:49	<p>Eingeblendete Überschrift: Language acquisition deficits: Supporting students with dyslexia</p> <p>Sarinya stellt sich und den Förderschwerpunkt kurz vor.</p> <p>Während voice over: Sarinya sortiert Buchstaben, die auf einem Tisch liegen. Anschließend werden verschiedene multisensorische Methoden zur Wortschatzarbeit aus der Unterrichtseinheit gezeigt: farbig codierte Wörter auf einem Tablet, Wortschatzarbeit in Form eines Adjektivpuzzles, bebilderte Wortkarten, 'Magic Bag' mit Wörtern</p>	How can we support students with dyslexia?	<p>Among researchers and the general public, dyslexia is regarded as one of the most common forms of learning difficulty. Students suffering from dyslexia have problems processing both, visual and auditory information. Consequently, this negatively impacts their reading, writing, and spelling skills.</p> <p>Research has shown that a multisensory teaching approach can be one effective way to help dyslexic students. This approach integrates visual, auditory, and kinesthetic learning elements in order to enhance the student's learning progress.</p> <p>To support students with dyslexia, teachers can use multisensory techniques by integrating meaningful and practical games and activities into the classroom. For example, word puzzles help students improve their word recognition and spelling retention. In addition, flashcards and other visual aids support students to create a picture in their mind, helping them recall information. Classroom activities that facilitate the collaboration among students, such as Think-Pair-Share and Reader's theatre, can improve student's language acquisition, while also enhancing their social skills.</p>

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5:50-6:58	<p>Eingeblendete Überschrift: Learning disorder: Supporting students with ADHD</p> <p>Während voice over: Es werden Karten gezeigt, auf denen drei ADHS-Typen zu lesen sind. Im Anschluss werden Karten mit methodischen Tipps zu dem Förderbereich gezeigt.</p> <p>Aus der Unterrichtseinheit zum Picture Book ‚The Smartest Giant in Town‘ wird demonstriert, wie mit Realien Wortschatz eingeführt werden kann, um durch Methodenvariation die Aufmerksamkeitsspanne zu verlängern.</p>	How can we support students with ADHS?	<p>ADHD has three types: the inattentive type, the hyperactive and impulsive type, and the combined type.</p> <p>With the inattentive type, students have problems with memory and in maintaining their attention for longer time spans. Classroom routines that provide structure and explicit instruction work effectively. Study-buddies and group work can also help these students to complete tasks.</p> <p>The students with the hyperactive and impulsive type of ADHD tend to have difficulties remaining seated and waiting for other students to answer questions. Therefore, they are often found to interrupt other speakers. These students usually feel comfortable with tactile objects and enjoy creative and productive tasks. Teachers can support them with kinesthetic and multi-sensory approaches, for example, by using realia for introducing vocabulary, or by using action songs or performance-based activities. Methodological variety will help students to stay attentive and feel involved in class.</p>
6:59-7:33	<p>Eingeblendeter Text Abspann:</p> <p>Dieser Film entstand innerhalb des Projektseminars „Internal Differentiation and Inclusive Learning in the Foreign Language Classroom“ am Lehrstuhl für Didaktik der englischen Sprache und Literatur der LMU. Im Rahmen einer fächerübergreifenden Zusammenarbeit mit dem Lehrstuhl für Lernbehindertenpädagogik der LMU verfolgt er das Ziel, einen fremdsprachendidaktischen Beitrag zu der Lernplattform „Inklusionsdidaktische Lehrbausteine - !dL“ zu leisten.</p> <p>Ludwig-Maximilians-Universität München Lehrstuhl für Didaktik der englischen Sprache und Literatur Prof. Dr. Christiane Lütge</p> <p>Projektteam: Jingyi Chen Eriko Kobayashi Yixuan Lei Sarinya Phaengam Mheddin Saho Projektleiterin: Dr. Petra Rauschert</p> <p>Assistenz: Xaver Boxhammer Voice-over: Michelle Stannard Kamera und Schnitt: Fabian Stoffers</p> <p>Es sind außerdem verschiedene Logos zu sehen.</p>		