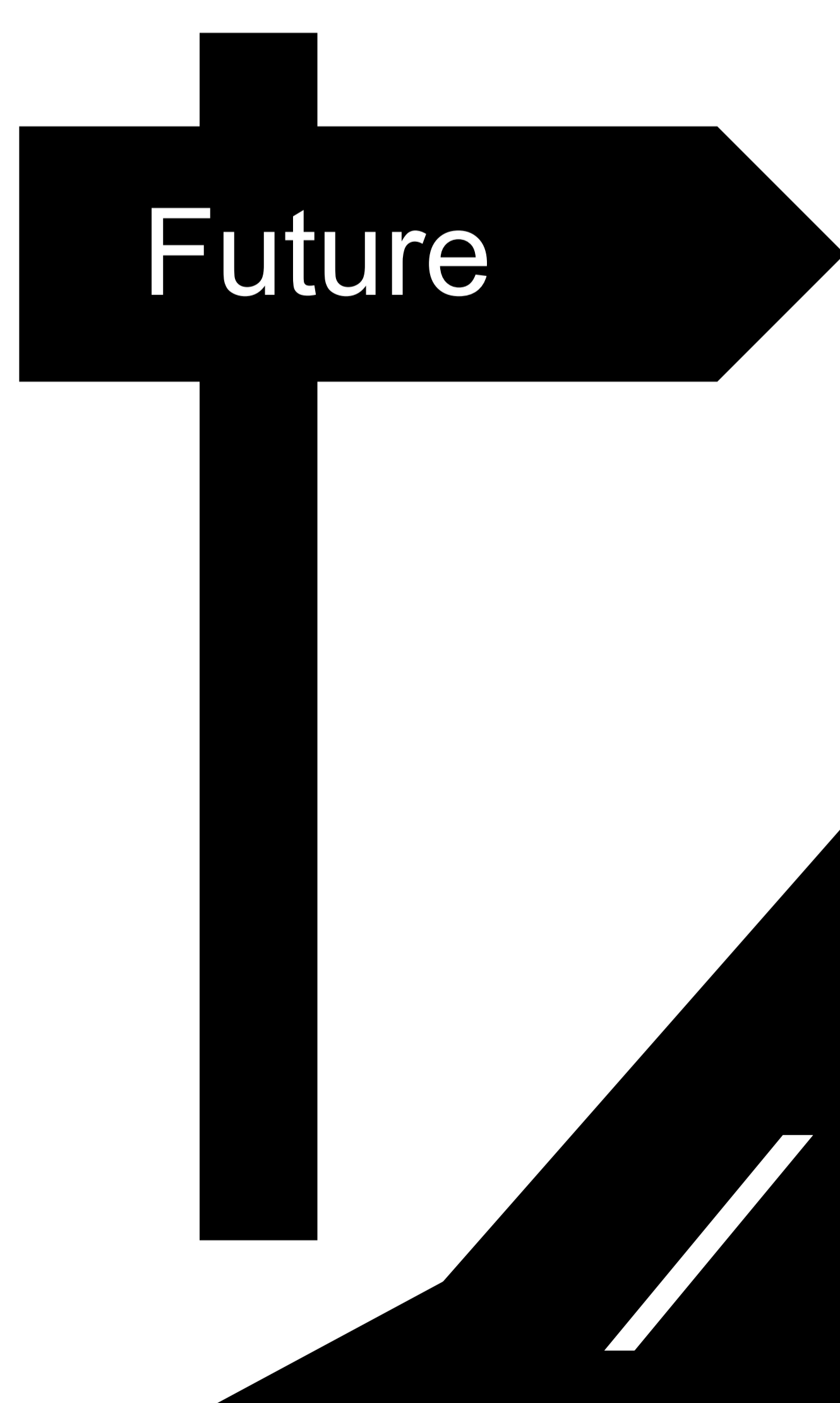


Inclusive Foreign Language Teaching: English

Bachelor and Master students from Europa-Universität-Flensburg and PH Heidelberg collaborate to create barrier-sensitive OER-Materials for children with diverse learning needs in the EFL classroom (6th grade).

1. A brief description of the target task and pre-tasks.
2. A description of the learners` diverse learning needs (DLN) taken into account.
3. Digital enhancement of the task(s) to cater for heterogeneous learner groups.



My dream holiday

Description of the pre-task:

- The students receive a post card from Emily, she writes about her dream holiday and asks the learners to tell her about their dream holiday (Alternative: students receive a direct message on Instagram)
- The students talk to their partners and collect ideas. They try to answer the w-questions and use the will-future. Help-cards (sheet) can be used
- Break (chant ritual)
- The learners add their plans for their dream vacation to a mindmap, structure is given
- The learners use a checklist, choose a form for the task
- Break (chant ritual)

Description of the target-task:

- The learners create posters, audios, videos etc. that cover the w-questions about their dream holiday, “book creator“ can be used
- The teacher provides examples
- The presentation of the outcome will take place in the following lessons
- The students can decide when they need a break and pick an activity-card

A description of the learners’ diverse learning needs (DLN) taken into account

Characteristics of the class:

- 17 learners
- 70% come from. Economically deprived family backgrounds
- Short attention span
- Only short work periods work well
- Group work is difficult (lack of metacognitive skills)
- Station work is possible
- Students are able to work independently when guided appropriately
- Opportunity to be heard and to share personal issues is important

My dream holiday

Learners, their needs and the consequences:

Max

- Special needs (learning)
- Consequence: differentiation (time, own choice of form)

Maria

- Refugee background (immigrated to Germany 18 months ago), grammar issues
- Consequence: Translation of vocabulary in first language, help sheet

Deliah

- Refugee background (immigrated to Germany 18 months ago), grammar issues
- Consequence: Translation of vocabulary in first language, help sheet

Learner 1

- “Nachteilsausgleich“ (LRS)
- Consequence: Reduced language task is possible

Learner 2

- „Nachteilsausgleich“ (LRS)
- Consequence: Reduced language task is possible

Learner 3

- “Nachteilsausgleich“ (stuttering)
- Consequence: Individual form of presentation, speaking in front of the class is not obligated

Yavuz

- Enthusiastic about chant ritual, low English level, disrupts classroom activities
- Consequence: movement and breaks, chant ritual

Fabia

- Interested in reading aloud, Was hard to motivate, has become more courageous
- Consequence:

Emre

- Was hard to motivate, has become more courageous
- Consequence: Individual choice of form leads to motivation

My dream holiday

Learners, their needs and the consequences:

Metin

- Was hard to motivate, has become more courageous
- Consequences: Individual choice of form leads to motivation

Asli

- Very advanced student (E-level), can communicate fluently, often preoccupied with getting upset with her classmates and disturbs not only herself but also classmates with her resulting tantrums, extrovert, loves to assist, sometimes moody or unfocused
- Consequence: Helping other students during the partner-task or the main task is possible

Max 2

- Special needs (Sprache/Kommunikation, Schwerpunkt Wortschatz und Lautbildung), easily gets off-topic or kind of nervous, impulsive, strong need to move, needs breaks, disrupts classroom activities
- Consequence: Helping sheet support his language needs, important words on vocabulary list, own choice of task-form reduce anxiety, breaks and movement is possible

Johannes

- Special needs (Sprache/Kommunikation, Schwerpunkt Wortschatz und Lautbildung)
- Consequences: Helping sheet support his language needs, important words on vocabulary list

Klara

- Special needs (Sprache/Kommunikation, Schwerpunkt Wortschatz und Lautbildung)
- Consequences: Help sheet supports her language needs, important words on the vocabulary list

Esther

- Introvert, high quality input
- Consequences:

Aylin

- Likes creative tasks, focused and motivated
- Consequences: Creative tasks are provided

Sam

- Highest English proficiency in class (“English-expert”), helps other students, often bored and disturbs class
- Consequences: Breaks and different forms of task prevent boredom

Rachel

- Is not fully integrated, different hobbies, difficult family background
- Consequences: Integration through communication during partner-work

My dream holiday

Digital enhancement of the task(s) to cater for heterogenous learner groups:

- Different digital tools can be used, for example:
 1. Book Creator: students can create their own digital book, provides room for creativity
 2. StoryboardThat: students can create their own presentations/stories/pictures, language support through speech bubbles is possible
 3. Powtoon: can students create animated presentations, voice overs can be created, no speaking required
- I pads can be used for research
- The tools meet different learner needs by providing space for creative work, the possibility to look up words or pre-record a text in order to reduce anxiety or insecurity

Possibilities for translanguaging:

- Adding more languages to the vocabulary list is possible and leads to more understanding
- Students can support each other by communicating in their first language which also increases the understanding
- Students can add their first language to their outcome and offer extra information for the class

Hello class 6c!

I will go on my dream holiday.
I will visit Italy.
I will take the airplane.
I will stay two weeks.
I will take my mum with me.
I will eat a lot of ice cream.
I will spend time on the beach.

How do YOU imagine your dream holiday?

Greetings, Emily from London



To: Class 6c

Musterstraße 123

111111 Musterstadt

Partner work:

Talk to your Partner. Collect ideas for
YOUR dream holiday.

Think about:

- Where will it be?
- How will you get there?
- How long will you stay?
- Who will go with you?
- What will you do?

MOVE BREAK!

Chant ritual:

„I will go on holiday

I will have fun

I will eat ice cream – in the sun.“

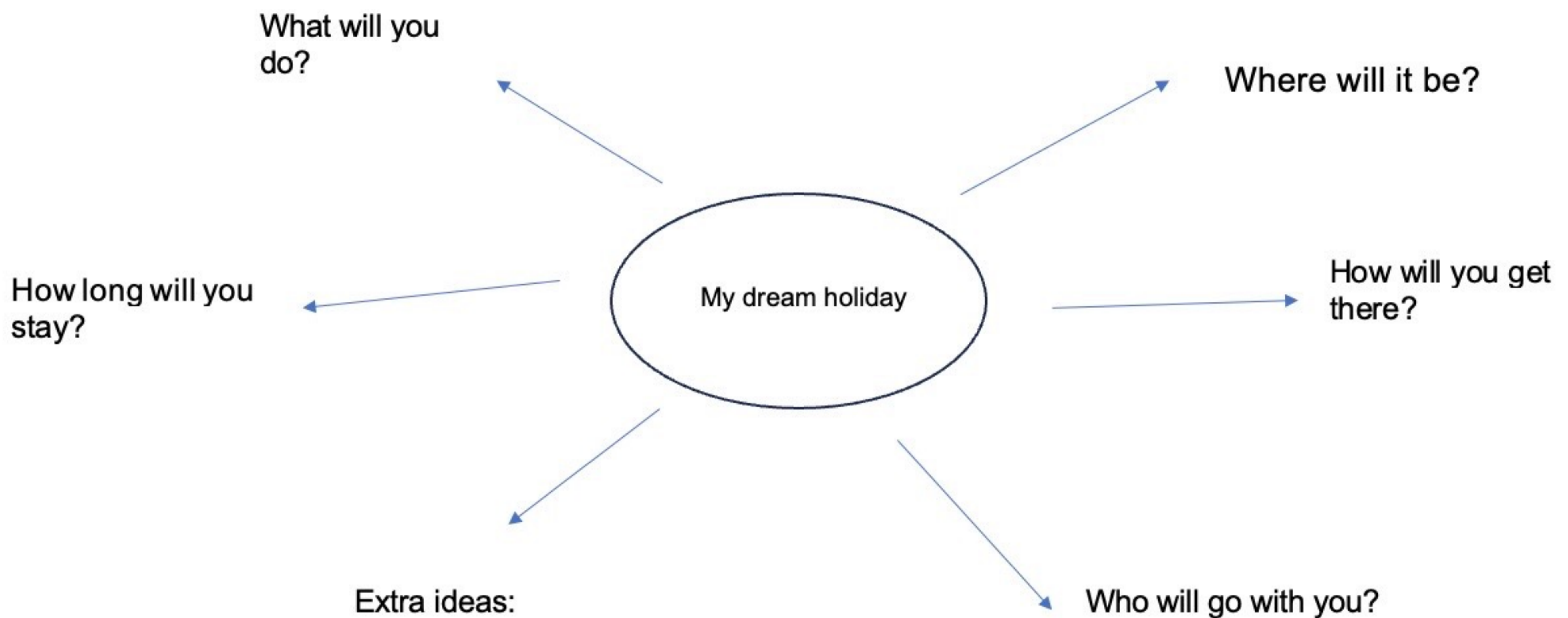
(Teacher starts, class repeats, beat is added)

Date: _____

Name: _____

Work on your own:

Transfer your own ideas from the partner work into the mindmap



Date: _____

Name: _____

Checklist: My dream holiday

I want to make a:

- poster
- digital book with Book Creator
- podcast
- audioplay
- digital book with StotyBoardThat
- song/rhyme
- video with Powtoon

I answered all the questions:

- Where will it be?
- How will you get there?
- How long will you stay?
- Who will go with you?
- What will you do?

Extra:

- I added some extra infos to my work.
- I added pictures or drawings to my work.

MOVE BREAK!

Chant ritual:

„I will go on holiday

I will have fun

I will eat ice cream – in the sun.“

(Teacher starts, class repeats, beat is added)

Target task:

Make a poster, digital work or audio play about **YOUR** dream holiday.

Think about:

- Where will it be ?
- How will you get there ?
- How long will you stay?
- Who will go with you?
- What will you do?

You can use iPads for research!



Use worksheet: Checklist: My dream holiday

If you need help: Use help cards

If you need a break: Use move cards

-Teacher shows other examples for possible ways to produce outcome (video, audio)

Deutsch	Englisch	Ukrainisch	Your <u>Language</u>
Der Urlaub	the holiday	Відпочинок	
Das Flugzeug	the plane	Літак	
Das Schiff	the ship	Корабель	
das Hotel	the hotel	Готель	
Die Insel	the island	Острів	
Die Stadt	the city	Місто	
Das Land	the country	Країна	
Der Strand	the beach	Пляж	

schwimmen	(to) swim	Плавати	
genießen	(to) enjoy	Насоло- джуватися	
Das Essen	the food	Їжа	
Das Eis	the ice cream	Морозиво	

Date: _____

Name: _____

My dream holiday -HELP

1. Fill in the gaps. You can use the ideas in the box.

I will go to _____.



Italy Spain an island America Ibiza Mallorca

I will take _____.



the plane the bus the car the ship

I will stay there for _____.



one day one week one month one year

I will take _____ with me.



my mother my family my friends my grandma my classmates my dog

I will _____.



go to the beach swim eat ice cream relax enjoy the sun

Activity cards

**Jump on your
right leg.**

(10x)

**Jump on your
left leg.**

(10x)

**Jump on both
legs.**

(10x)

**Shake out your
hands.**

(30 seconds)

**Clap your
hands.**

(10x)

**Touch your
knees with your
elbows.**

(10x)

**Shake your
shoulders.**

(10 seconds)

**Move your
head from right
to left.**

(10x)