

LEARNERS WITH BASIC NEEDS

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DIVERSITY, HETEROGENITY AND THE USE OF DIGITAL MEDIA

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SCAN TO ACCESS MIRO BOARD

BASIC NEEDS:

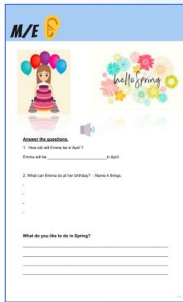
- at-risk student
 - underachiever
 - student with learning difficulties
 - student with learning disabilities
 - „bad language learner“
 - disadvantaged students
 - Hauptschüler
 - Förderschüler
 - heterogeneity in general
- (see Schwab / Ganschow and Sparks)

need of

DIFFERENTIATION AND INDIVIDUALIZATION:

- quantity: tasks according to the student's pace of work
 - quality: different levels of difficulty for different language levels
 - goals: learning for a specific purpose e.g. graduation
 - contents: choosing topics according to student's interest
 - methods and media: students can work with a variety of different methods and media
 - participatory structures: different forms of group, pair and individual work in class
- (see Eisenmann)

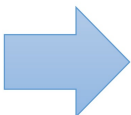
EXAMPLES OF DIGITALIZED AND DIFFERENTIATED TASKS



- individual vs. group work
- G level vs. M/E level
- considering different learning types: reading vs. listening
- text vs. images
- interests: exercise options
- digital media: miro board, iPads, bookii pen
- individualized dyslexia exercise
- additional assistance and material

DYSLEXIA

- dyslexia is a learning disability
 - students with dyslexia have difficulties in reading, writing and spelling
- (see Zander)



assistive reading tool for example the **Bookii pen** can improve student's accessibility and allow an inclusive setting:

teacher uses **bookii** stickers to place audio files on student's worksheet

WORKS CITED:

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Zander, Gisela. *Besser Englisch lernen trotz Leserechtschreib-Schwäche. Arbeitsblätter, Materialien und Tipps*. Mülheim an der Ruhr: Verlag an der Ruhr, 2006.



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