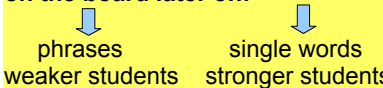


## Einführung in die Unterrichtsplanung: Strukturierung von Lernprozessen – Ein Phasierungsmodell für einen binnendifferenzierten, längerfristig ausgerichteten modernen Fremdsprachenunterricht

Das Beispiel zeigt eine Möglichkeit auf, wie die Lehrkraft ihren Fremdsprachenunterricht sinnvoll phasieren kann. Die Darstellung orientiert sich an den gängigen fachdidaktischen Schemata zur Phasierung von Fremdsprachenunterricht, von denen im Hinblick auf die hier verwendete Terminologie auf Thomas S.C. Farrell<sup>1</sup> verwiesen wird. Prinzipiell kennzeichnet die Phasierung des Fremdsprachenunterrichts eine zunehmende Lernerautonomie im Verlauf des Lernprozesses. Das heißt, am Anfang des Lernprozess überwiegen lehrerzentriertere, an dessen Ende schülerzentrierte Unterrichtsformen. Die Abbildung integriert auch den Aspekt der Binnendifferenzierung in die Strukturierung von Lernprozessen. Die Anregungen zur Ausgestaltung differenzierter Lernwege verdanke ich Beate Vogel.<sup>2</sup>

### Example of Mixed-Level Teaching: A Learner-Centred Approach to Dealing With Pop Songs - Topic: "Growing Up" - Song: Suzanne Vega, My Name is Lucca

Opening: Stimulation Phase (max. one period)	Instruction Phase + Participation Phase (one period)	Participation Phase (one or two double periods)	Presentation Phase (double period)	Evaluation and Closure (20 Minutes)
<p>Teacher introduces into the topic through a variety of pre-tasks that arouse learners' interest. These pre-tasks may also have the function of advanced organizers.</p> <p>* <b>brainstorming</b> (eliciting knowledge, emotions, opinions)</p> <p>* <b>anticipation</b> (pictures, photos, from part to whole)</p> <p>* <b>prediction</b> (guided questions, picture composition with whole class)</p> <p>* <b>headline /caption puzzle</b></p> <p>* <b>completion</b> (of sentences)</p> <p>* <b>vocabulary</b> (rhyming words, free associations, associograms, mind-maps)</p>	<p>Teacher presents pop song and checks for understanding. He /She may decide on:</p> <p><b>1. group composition through...</b></p> <p><b>a) note taking:</b></p> <p><i>Who? Where? When?</i> for weaker students</p> <p><i>What? Why?</i> for stronger students</p> <p><b>b) cards with key words /phrases taken from the song which have to be pinned on the board later on:</b></p> <p style="text-align: center;">  </p> <p><b>2. individual study through...</b></p> <p>* filling-in-the-gap exercises with a different level of difficulty</p> <p>* matching sentences taken from the song</p> <p>* underlining the incorrect words and correcting them /ticking the correct word</p>	<p>Teacher encourages involvement through interaction with others.</p> <p>Students work in different groups according to</p> <p>a) their most effective and preferred learning strategies;</p> <p>b) abilities and skills;</p> <p>c) the media and forms of presentation they like most;</p> <p>d) individual interests</p> <p>e) their individual needs of improvement</p> <p style="text-align: center;"><u>Possible Tasks:</u></p> <p>* Do some internet research on the musician/ band and present your findings in class;</p> <p>* Go through your own CD collection at home and find a song with a similar/ contradictory message and introduce your song in class;</p> <p>* Turn the main conflict in the song into a picture story by taking some pics and developing some speech bubbles. Present your story in class;</p> <p>* Turn the main conflict into a sculpture and give voice to the sculpture.</p>	<p>Groups are rehearsing their performances / preparing their presentations and eventually presenting their work in class.</p> <p>Students are sitting in a semi-circle, taking notes on different observation sheets the teacher has prepared in advance.</p> <p>The observation sheets have a different focus (e.g. language and grammatical correctness, non-verbal forms of communication, content) and level of difficulty (see w-questions on the left. (Weaker students sometimes just have to tick the appropriate box and finish a sentence.)</p> <p>Teacher asks students for a feedback, gives a fresh impetus to the discussions, summarizes, takes notes to be discussed in the next lesson etc.</p>	<p>Teacher asks students for a feedback.</p> <p>Possible forms of evaluation:</p> <p><b>1. anonymous</b></p> <p>(e.g. "traffic light": green: "This is what I liked most because..." yellow "This was okay but could be done better if..." red: "This is what I didn't like because..."</p> <p><b>2. direct feedback</b></p> <p>"How did you like it?" "What could be improved next time?" "What did you learn?" "How shall we go on now?"</p>

1 Thomas S.C. Farrell, Lesson Planning, in: Jack C. Richards, Willy A. Renandya (eds.), Methodology in Language Teaching. An Anthology of Current Practice, Cambridge (Cambridge University Press) 2002, pp. 31ff. Eine gute Einführung in die Phasen des Lehrens bietet Werner Bleyhl, Selbstorganisation des Lernens – Phasen des Lehrens, in: Johannes-P.Timm (Hrsg.), Englisch lernen und lehren. Didaktik des Englischunterrichts, Berlin (Cornelsen) 1998, S., 1998, S. 60-69.

2 Beate Vogel, Who's afraid of differentiation? Interaktive Möglichkeiten zu den Skills "listening comprehension" und "speaking", in: Ingrid Ahlring (Hrsg.), Differenzieren und individualisieren (Praxis Schule 5-10 Extra), Braunschweig (Westermann) 2002, S. 77-83.

