

# Digital Tools for Differentiating Instruction in Language Classes

## – Case Studies at German Secondary Schools –

### Abstract:

The research aim, in broadest terms, is to investigate the role of ICT in differentiating foreign language learning and instruction in the English classrooms of German secondary schools.

Despite external differentiation in the German school system classes are still heterogeneous, e.g. with regard to prior knowledge, interests or preferences and learning styles. It is therefore important to find suitable ways for more personalized learning scenarios which meet the students' individual needs and can help teachers in differentiating instruction.

The purpose of this project is hence to conduct empirical research in English classes which integrate a variety of digital tools (e.g. diagnostic tools, tutorial software, Web 2.0 tools or electronic authoring materials) with the aim of differentiating instruction.

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### Open Questions:

- How can I further break down my research issue?
- Which new trend(s) in CALL might be suitable for a focus of my research?
- Which digital tools are especially promising in this context?

### Materials and Methods:

#### TRIANGULATION

- **questionnaires**
  - a) learners b) English teachers
  - closed & open questions
  - ICT usage at home & in school
  - attitude towards computers

#### • **videography and screencasting**

- individual students & whole class
- **fieldnotes**
- **blogs** (learner's diaries)
  - process-oriented research instrument from students' point of view

case study 1, case study 2, etc.

- **retrospective semi-structured interviews**

a) learners b) English teachers

- **questionnaires**

a) learners b) English teachers

