

DIVERSE LEARNERS STRATEGIES

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Differentiation

- **Pre-tests and Formative Assessments:** Determine where individual students need to start or need more practice in a given topic or unit.
- **Differentiation:** For information from Toni Thiesen about ways to differentiate instruction in the world language classroom, click [here](#) .
- **Differentiation:** For ACTFL article on differentiation, click [here](#).
- **Learning Stations:**
<http://www.creativelanguageclass.com/category/activities/learning-stations/>
<http://blog.calicospanish.com/2014/02/25/using-centers-and-stations-to-teach-world-language.html>
- **Cooperative Learning:** <https://www.teachervision.com/pro-dev/cooperative-learning/48531.html>

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- **Grouping Strategies:** Use grouping cards to change groups frequently. For more information, click [here](#).
- **Learning Preferences:** Present material visually, aurally, orally, kinesthetically, musically, etc., based on [Gardner's Theory of Multiple Intelligences](#).
<https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf> – p.6 (258)
- **Levels of Thinking** – Differentiate based on [Bloom's Taxonomy](#).
<https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf> - p. 21-22 (272-3)
- **Tiered Learning** – Design tiered instruction based on formative assessments:
<https://daretodifferentiate.wikispaces.com/Tiering>
- **Curriculum Compacting** – Adapt to the learning needs, rates, and interests of above average students.
<https://daretodifferentiate.wikispaces.com/Curriculum+Compacting>
- **Learner Interest:** <http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola>
- **Technology-** Use technology to differentiate in the classroom. -
<https://daretodifferentiate.wikispaces.com/Technology+%26+DI>
<https://quizlet.com/> - for vocabulary practice
- **Homework alternatives:**
<https://drsaraheaton.wordpress.com/2013/06/25/awesome-chart-for-teachers-alternatives-to-traditional-homework-educational-technology-and-mobile-learning/>

Listening Strategies

- **Skeleton Outlines:** Outlines can be provided for students who have trouble with auditory or reading processing.

Reading Strategies

- **Skeleton Outlines:** Outlines can be provided for students who have processing weaknesses.
- **Repeated Reading:** The teacher reads the passage to the student (student may first read silently). Student reads the same passage 3 to 5 times per practice session trying to increase the number of words read. [NFLRC Hawaii, 2010](#)

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Speaking Strategies

- **Speaking format choice:** Let students choose the type of technology they would like to use to present (Prezi, PowerPoint, Voki, etc.)
- **SAFMEDS: Say All Fast a Minute Each Day Shuffled:** Flashcard technique that helps build fluency. Especially helpful for students with High Incidence Disabilities for whom Inquiry Learning Instruction may not work. Basic information can be found [here](#).

Writing Strategies

- **RAFT assignments** – Assign students different roles in writing, based on the topic, the format, the audience and the person doing the writing or speaking.
<https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments>
- **Choice Boards:** Give students assignment choices.
<https://daretodifferentiate.wikispaces.com/Choice+Boards>
- **Writing format choice:** Let students choose the type of technology they would like to use to present (blog, email, tweet, essay, poem).
- **Round Robin Essay Writing:** Each student has a device to type the answer to an essay question (or write their answer on paper). Each student answers the question; then, after each minute, students change devices. Students must edit the essay that is in front of them before adding anything else.

Gifted Learners

- <http://extendinggiftedandtalented.wikispaces.com/Extending+gifted+students,+best+practice> – Extending learning in a world language.
- http://www.educationworld.com/a_curr/technology-gifted-students.shtml - Article on how to use technology with gifted students.
- <https://www.naset.org/giftedandtalented2.0.html> – Article on teaching the gifted and talented
- http://aquila.usm.edu/cgi/viewcontent.cgi?article=1259&context=honors_theses – Thesis on strategies to teach world languages to gifted students.

English Language Learners

- <http://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/> strategies to support ELLs in all classrooms.

Students with Disabilities

- <https://thethirdglance.wordpress.com/2012/08/15/foreign-languages-and-autism/> - Article by an autistic language learner on how his mind works.
- <http://hubpages.com/health/Autism-and-the-Senses-What-is-Sensory-Integration-Disorder-and-How-do-People-on-the-Spectrum-Cope-with-It> - Article on 10 myths about Sensory Integration Disorder.
- <http://www.tefl.net/esl-articles/dyslexia.htm> - Dyslexia in the World Language classroom.
- <http://eida.org/fact-sheets/> - International Dyslexia Association fact sheet on dyslexia and the combination of dyslexia and other learning issues.
- <http://www.idonline.org/article/22725/> - Strategies for teaching students who have difficulties in learning language.
- <http://cisam.ossb.oh.gov/docs/VIGuidance/VIGuidance.pdf> - Strategies for teaching visually impaired students.