



Teaching literacy in the zone of proximal development – more than a necessity for children with special educational needs

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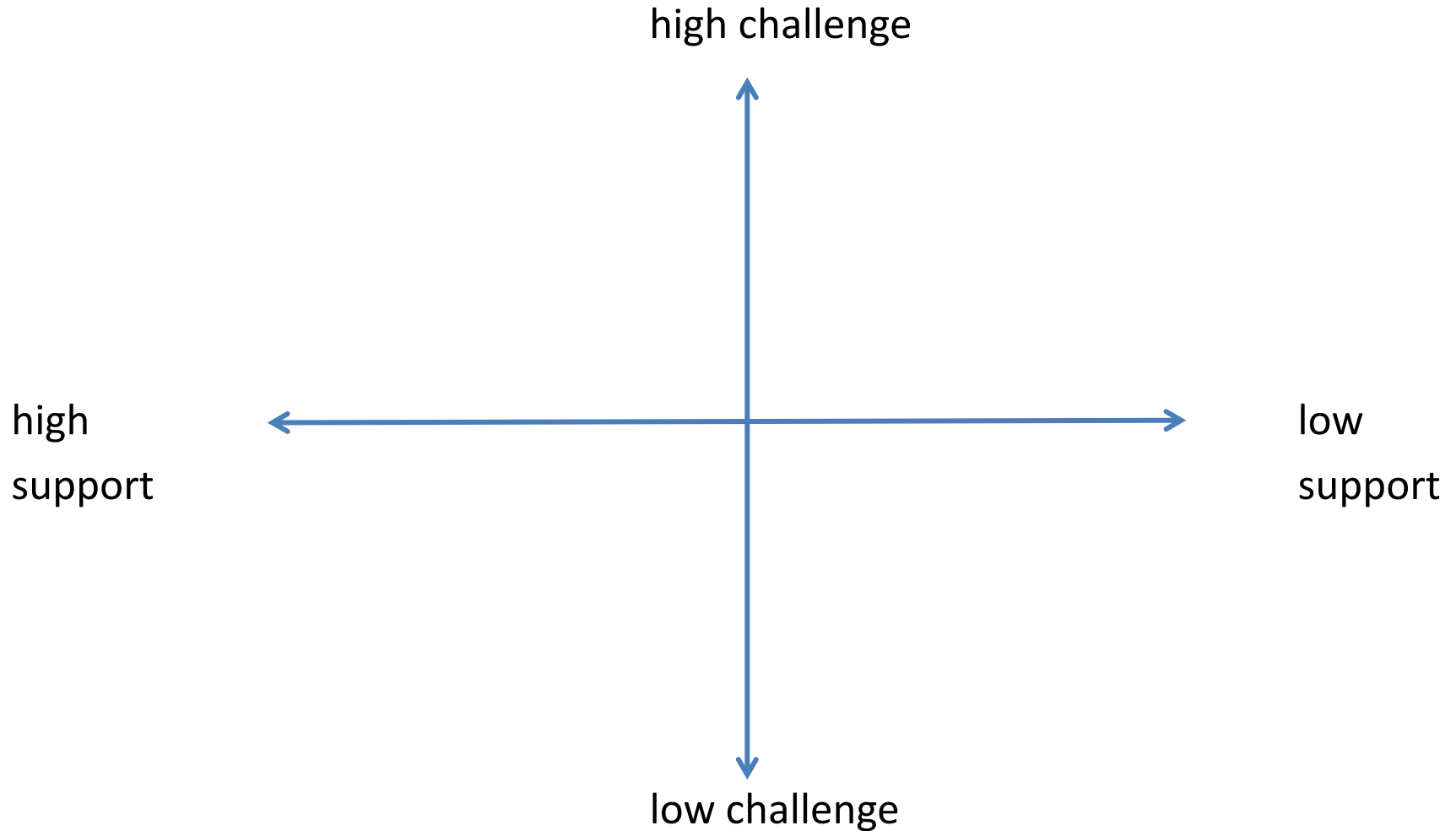
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LITERACY IN THE DIGITAL AGE

Content

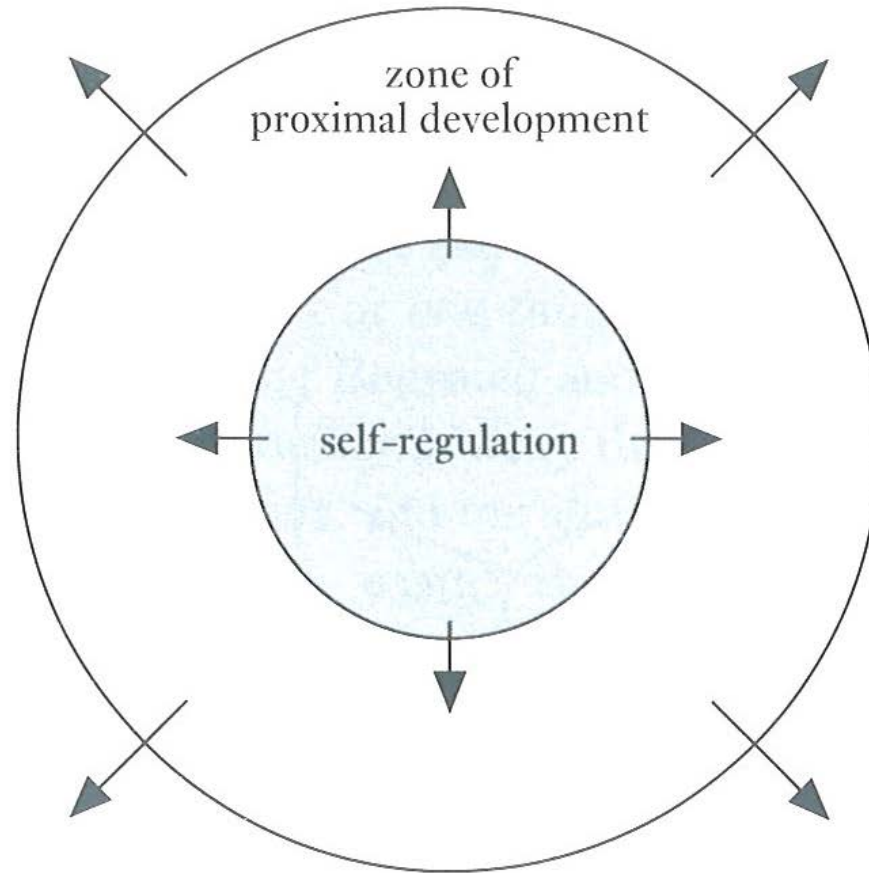


- Zone of proximal development
 - Teaching style framework
 - Teaching children with special educational needs in Germany
 - Utilization of the framework in the context of teaching literacy for children with special educational needs: Description of Case studies
 - Scaffolding for writing
 - Implications
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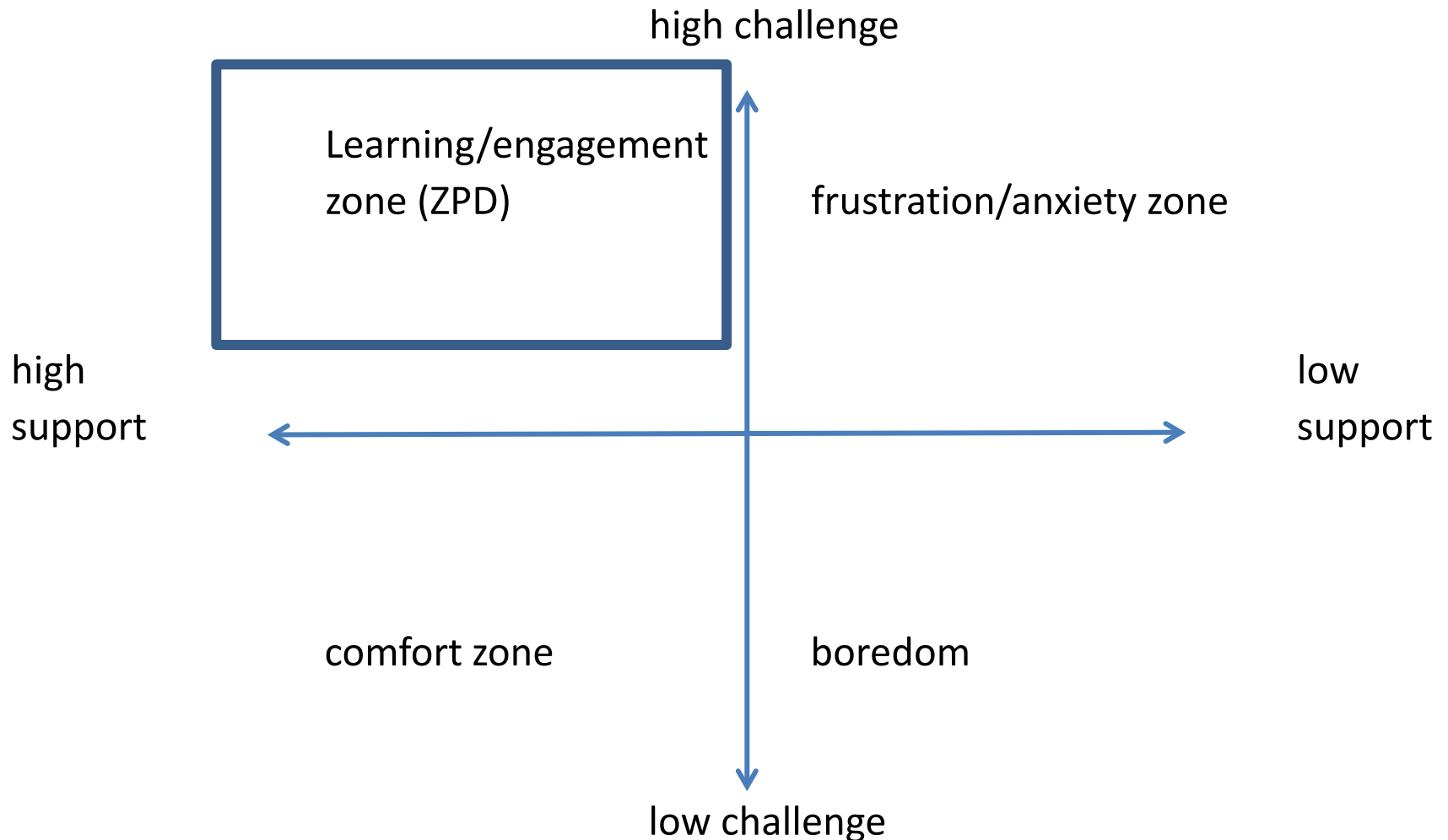
Teaching framework



Zone of proximal development



Four Zones of Teaching and Learning



Teaching children with special educational needs in Germany, example Freiburg



- specialised schools until 2007
 - since 2007 inclusive settings in some schools
 - Up to 5 children in an ordinary class
 - Special education teacher for 10 hours/week in co-teaching

 - Diagnosis
 - Kindergarten
 - During primary school
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Case studies



- Longitudinal study (4 years)
 - Participant observations of 5 children with special educational needs
 - Adaptive theory (Layder 1998)
-

Case studies



	M (girl)	Lu (girl)	Lo (girl)	M (boy)	Ch (girl)



Example 1

Writing a story

- M (boy)





Example 2

Spelling task

- Ch (girl)





Example 3

Reading out loud

- Lo (girl)



Case studies



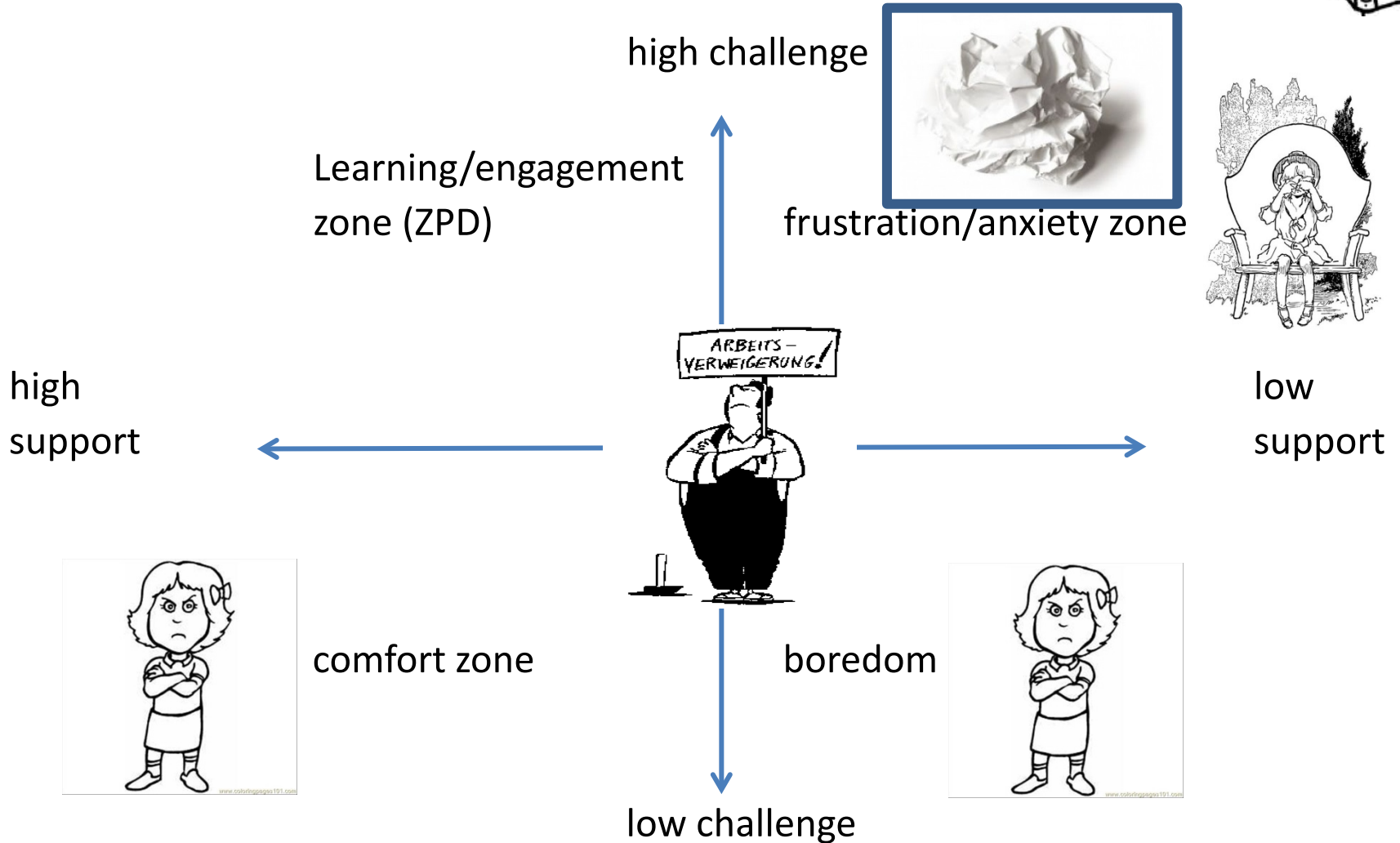
Example 4

Almost any task

- M (girl)



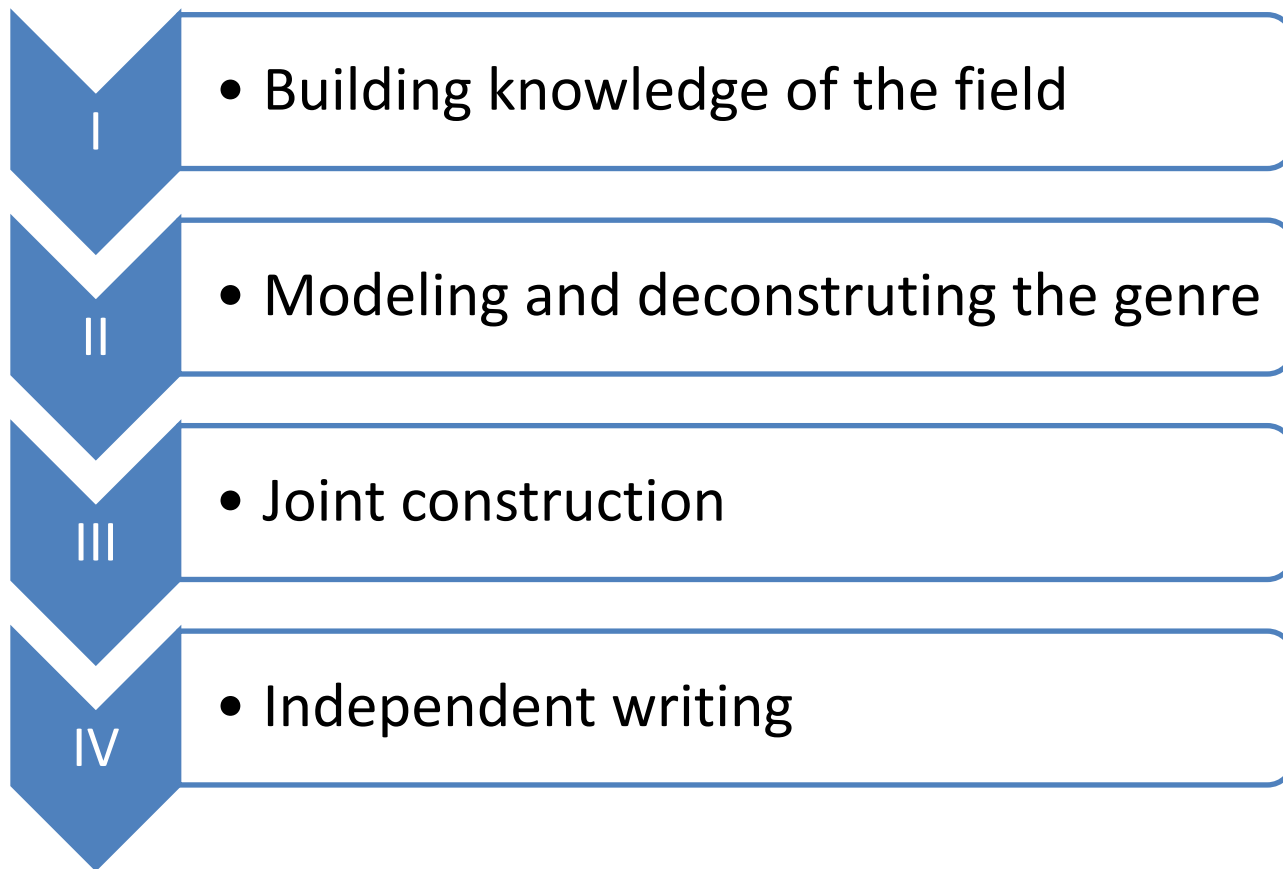
Application of the teaching framework



Scaffolding for writing



The teaching and learning cycle



Scaffolding for writing



Teaching and learning cycle

Building knowledge of the field

Modeling and deconstructing the genre

Joint construction

Independent writing

Example

Walking to the teachers room, talking about the story

Questions about the story

Dictated story for the first paragraph

Independent writing

Scaffolding for writing



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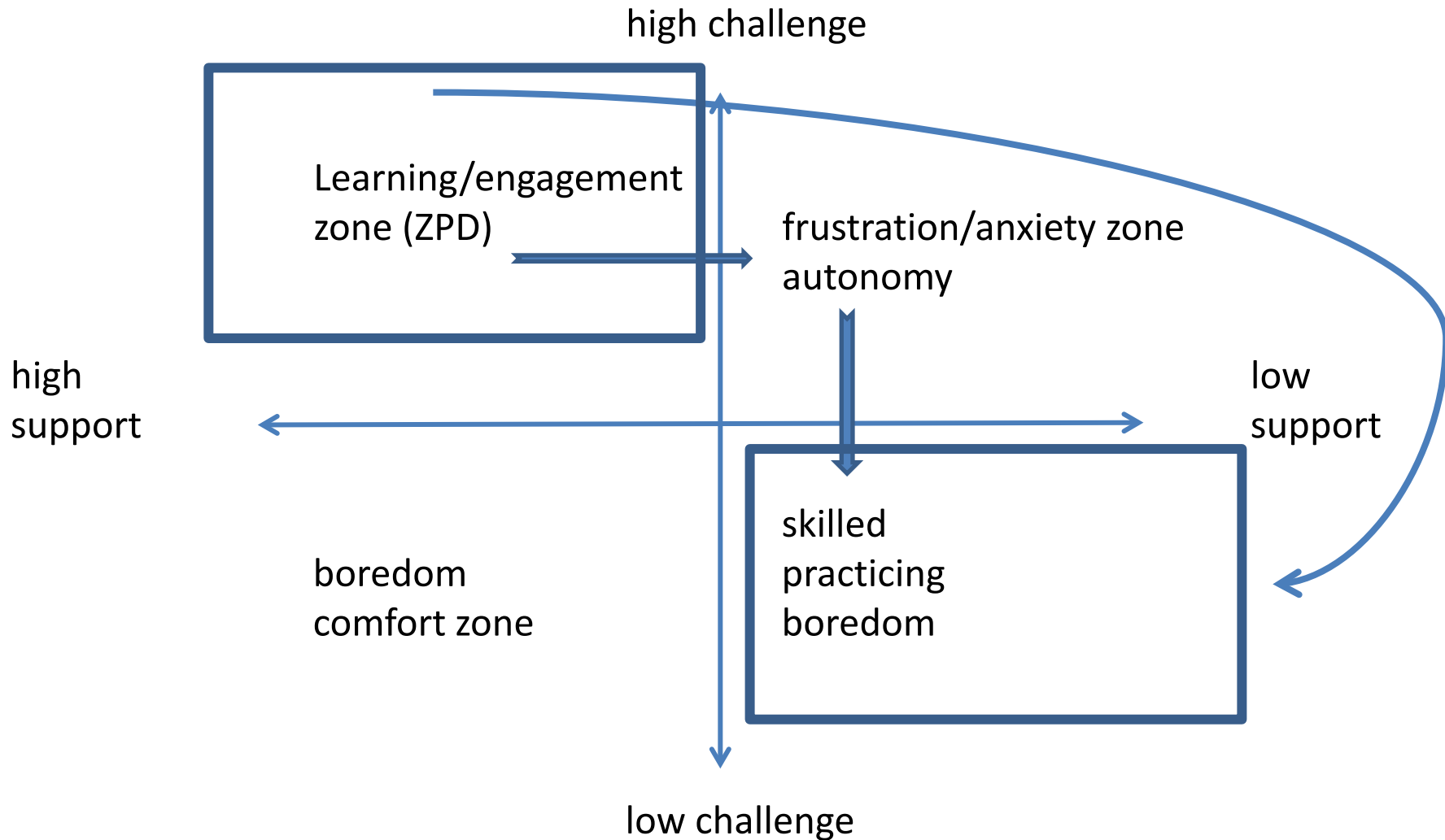
Es einmal ein Prinz
und eine Prinzessin
Sie lebten in Burg
Burg und tütete in
der Burg gab es 700
Einwohner und die die ei-
nbewohner grüßen reichlich
Was zum einen und stark
daher das die ~~W~~
ältern so viel Geld haben.
~~haben~~ die ^{haben} ~~die~~ Dorfbewohner
schöne Sache zum arzen
und sie lebten frolich
auf dieser Burg.

#

Und eines Tages kam
eine weitere Prinzessin
und die drei Kinder als
Alter Heidi, Sofi, Emeli,
Hebert, sie waren alle glücklich
das die Eltern noch ein
Kind bekommen ~~hat~~
haben und als Emma
Emeli groß geworden ist
Dachten ihnen 78 ~~geb~~
~~geb~~ Geburtstag einreden
& sich alle Leute an
Emelis Geburt. weil
wen sie nicht geboll

gestorben ist ~~da~~
leben sie noch heute.

Application of the teaching framework



Implications



- Children with special needs. Scaffolding for:
 - Content learning
 - Learning itself/behavior
 - Challenge of the right amount of support
 - Aim: Autonomous Learner

 - What do teachers need in order to offer learning in the ZPD?
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Thank you very much for your attention!

References

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