

Chapter 6

Differentiated Pedagogy in Interpreting Through Computer-Assisted Language Education: A First Approach

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ABSTRACT

The author examines the way computer assisted learning, in the framework of interpreting studies, enhances performance and active involvement of learners. Differentiation in the supporting material and the contents facilitate the overall performance, skills and competences, and interpreting performance. Observation in face-to-face learning of the performance and error analysis allow the adoption of personalized learning paths through computer assisted learning. When taking into consideration the specific skills and competences of the members of the group and the areas to be improved, the tutor identifies the centres of interests of learners and knows whether the main needs concern reformulation, activation of prior knowledge, active listening.

INTRODUCTION

Marshall (2014) presents the topic of active learning including, focusing on learning, and not teaching, problem-based learning, facilitating group learning, changing learning behavior outside the classroom, and preparing to teach. The

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notion of differentiated pedagogy places emphasis on the students, their needs, and their possibilities. Therefore, there is differentiation according to the needs of the students, the learning situations, and the tools used. The learners can improve their *savoir-faire*, *savoir savoir-être* and *savoir-apprendre* (knowledge, know-how and life skills). The differentiated pedagogy respects the pace of development of everyone, the sociocultural origin of the students, and the different types of intelligence. Each student can reach his/her full potential through the appropriate path.

The Strasbourg presents the milestones of differentiated pedagogy (Robbes, 2009). Merieu (2004) observes that it is essential for the tutor who wishes to differentiate the teaching to observe. The tutor observes the needs of each student and the resources available. Differential teaching simultaneously is difficult because of technical, institutional, and psychological issues. Differentiated teaching is presented to stimulate students' interest and to face the danger of underachievement and failure (as presented in 1983:JP Aston Fee). According to Przesmychi (1991), it is important to implement a more flexible framework where learning is sufficiently explicit and diversified so that the students learn according to their itinerary, appropriations, skills, and know-how (Mirici & Kavaklı, 2017).

There is differentiation in the process of learning, in the content of learning, and in the structure of learning. The question is why differentiated pedagogy? The answer is that there are no two learners who learn at the same speed at the same time, use the same study techniques, solve problems in the same way, have the same repertoire of behaviors have the same interest profiles, and are motivated by the same goals. There are two types of differentiated pedagogy. Successive differentiation and simultaneous differentiation imply that not all the students work in the same way at the same time, and they do not have the same tasks to accomplish.

Variations of the technique concern the introduction of computer-assisted learning, the global or analytical approach, the interference of the tutor in the learning process, the way that the tutor stimulates the active participation of the learners, differentiation in the duration of the learning process, the individual work or work in small groups, differentiation in the ways and forms of evaluation, or the approach of different content for the same purpose. It is also noted that in differentiated pedagogy to acquire the same knowledge or the same skill, there are various levels of difficulty, according to the previous knowledge and skills. In this process, the student is conscious of the skill he/she will acquire, the prior knowledge, and the weaknesses. There is a formative assessment to apply differentiated pedagogy effectively. To accomplish a complicated task the tutor must propose specific activities according to students' needs. Teamwork is necessary when dividing and programming the tasks and defining the limits of the performance of each group. (Robbes, 2009)

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