

# APPLICATION OF TECHNOLOGY TO DIFFERENTIATE INSTRUCTION FOR STUDENTS IN ENGLISH CLASSES

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# How do individuals learn in different ways?

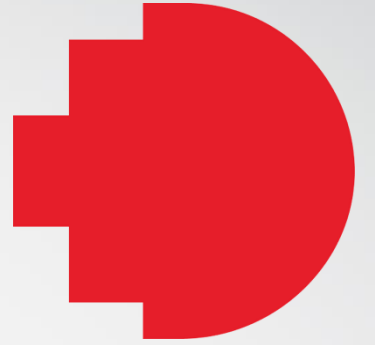
- Mixed-ability class
- Young learners may engage more in games, songs, hands-on activities.
- Teenagers are more motivated by certain topics (social media, favorite sports, fashion trends, friendship).
- Some students prefer mind-maps or videos.

**LEARNERS ARE DIFFERENT  
IN MANY ASPECTS.**



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# Workshop Outcomes



- Differentiated instruction (DI): What? Why?
- How to differentiate instruction?
- Using technology for DI: what tools for what purposes?
- Differentiation Planning Worksheet

# DIFFERENTIATED INSTRUCTION – WHAT?

- Pedagogical approach responsive to student diversity (Tomlinson et al., 2003)
- Adapts teaching by student:
  - + readiness
  - + interest
  - + learning profile.
- Theories: ZPD (Vygotsky) – scaffold within challenge level (Vygotsky, 1986)



# DIFFERENTIATED INSTRUCTION – WHY?



- Student's individual needs
- Different abilities
- Diverse learning styles

- enhances second language acquisition
- significantly improves student motivation, engagement, and academic achievement



# DIFFERENTIATED INSTRUCTION – HOW?

Instruction can be differentiated in terms of

+ Content (what students learn)



✓ Readiness-based DI for content

✓ Interest-based DI for content

✓ Content-related DI regarding learning profile

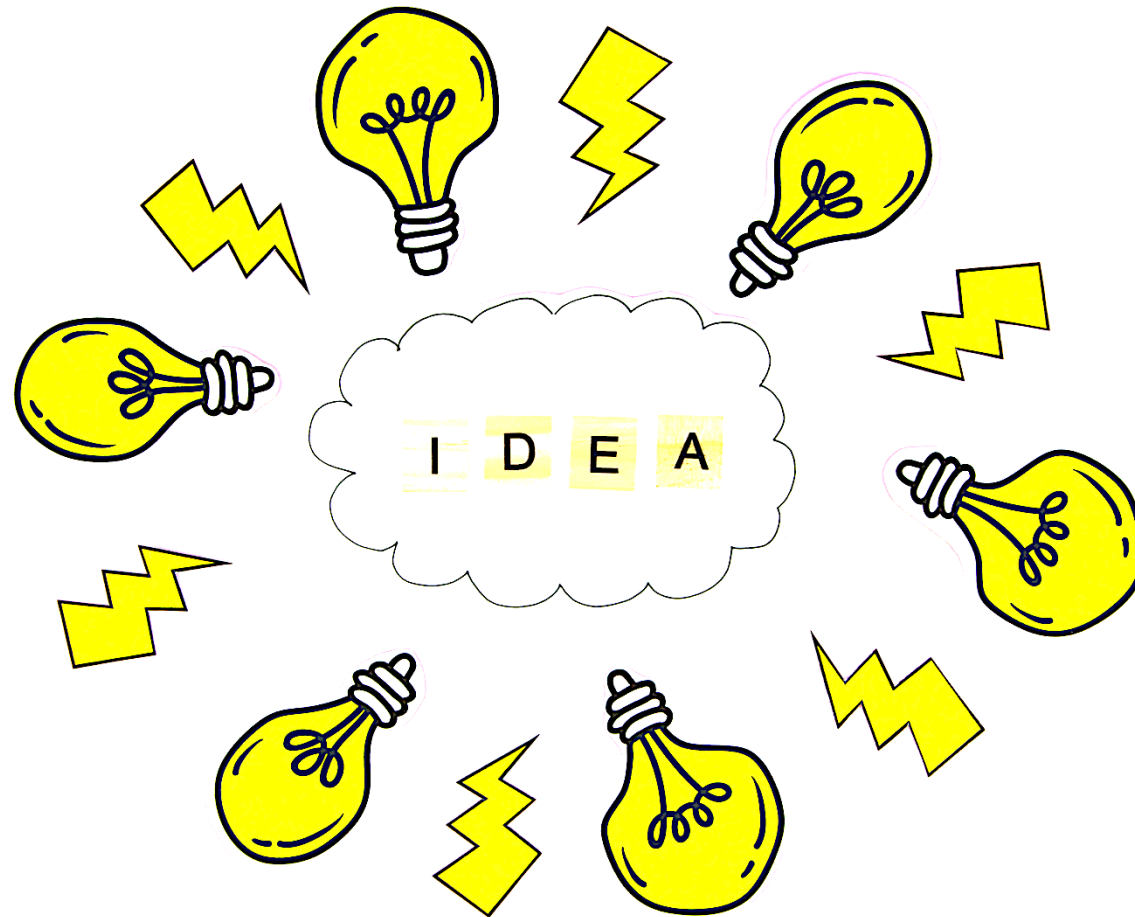
+ Process (how students learn)

+ Product (how student's learning is observed and evaluated)



# DI with TECHNOLOGY – HOW?

How can technology help to differentiate learning?



# How have you used technology?

## THE SAMR MODEL

Dr. Ruben R. Puentedura

**S**

### SUBSTITUTION

Technology acts as a direct substitute, with no functional change.

**A**

### AUGMENTATION

Technology acts as a direct substitute, with functional improvement.

**M**

### MODIFICATION

Technology allows for significant task redesign.

**R**

### REDEFINITION

Technology allows for the creation of new tasks, previously inconceivable.

TRANSFORMATION

ENHANCEMENT

@edtechclass





# TECHNOLOGY – DI HELPER FOR TEACHERS



Google Classroom



Microsoft AppSource  
Edpuzzle



Quizizz



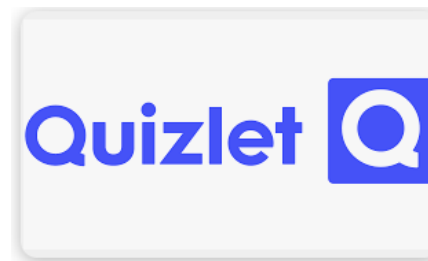
Wikipedia, the free encyclopedia  
Padlet - Wikipedia



Nearpod  
Incorporating Nearpod with a Thematic ...

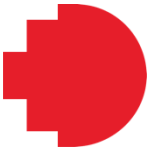


Wikipedia  
Google Sites – Wikipedia...



Instructional Development - UMass Dart...  
Kahoot! – Instructional Development





# DI PLANNING STEPS



Step 1. Clarify learning objectives  
(Tools: Google Forms...)



Step 2. Identify student diversity (Tool: Padlet...)

Readiness  
Interests  
Learning profiles



Step 3. Decide how to differentiate & what tool to use

Content (Google classroom)  
Process (Khahoot)  
Product (Google Sites)



Step 4. Plan classroom arrangement and resources



Step 5. Reflection and adjustment



# GOOGLE CLASSROOM

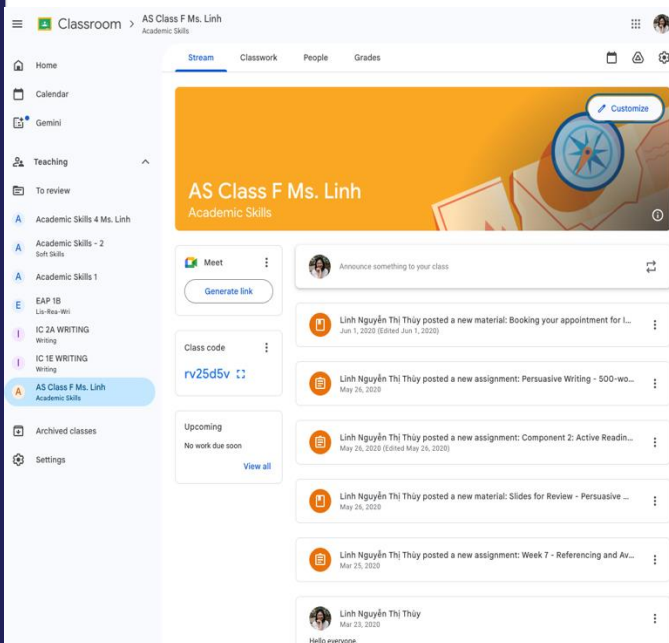


## Where teaching and learning come together

Google Classroom helps educators create engaging learning experiences they can personalize, manage, and measure. Part of Google Workspace for Education, it empowers educators to enhance their impact and prepare students for the future.

Support differentiated instruction

Customize classwork for every student and support them with real-time feedback and easy communication tools.



## Enrich and personalize learning

Drive student agency with tools that meet students where they are – and build skills for their future.

ALL EDITIONS

Make learning more personal and foster student agency





# GOOGLE CLASSROOM

Diagnose students' learning needs

Differentiate teaching

- Create tiered assignments
- Allow different modalities
- Offer various product options

Individual feedback and support

Encourage self-assessment and reflection

# GOOGLE CLASSROOM

The screenshot shows the Google Classroom interface for a class named 'AS Class F Ms. Linh' under the category 'Academic Skills'. The interface is divided into a left sidebar and a main content area. The sidebar includes navigation options: Home, Calendar, Gemini, Teaching, To review, a list of classes (Academic Skills 4 Ms. Linh, Academic Skills - 2 Soft Skills, Academic Skills 1, EAP 1B Lis-Rea-Wri, IC 2A WRITING Writing, IC 1E WRITING Writing, AS Class F Ms. Linh Academic Skills), Archived classes, and Settings. The main content area has tabs for Stream, Classwork, People, and Grades. The Stream tab is active, showing a header for the class with a 'Customize' button. Below the header, there are several posts: a 'Meet' section with a 'Generate link' button, a 'Class code' section with the code 'rv25d5v', an 'Upcoming' section with 'No work due soon' and a 'View all' link, and a list of posts from 'Linh Nguyễn Thị Thùy' including materials and assignments.

**Step 1:** Create your **Google Account** & access **Google Classroom**.

**Step 2:** Organize the class structure (**Classwork** tab)

**Step 3:** Invite students

**People** → **Invite students** / share **class code**

**Step 4:** Integrate supporting tools

- **Google Forms / Quizzes** – for diagnostic assessments
- **Google Docs** – for group tasks and projects
- **YouTube** links – for visual materials



# PADLET

Diagnose students' learning needs (e.g. "Know-Need-Learn" wall)

## Differentiate teaching

- Multiple input types on the same wall
- Offer various learning activities
- Allow students to post in multiple formats

Individual support, facilitate peer collaboration and feedback.

Encourage self-assessment and reflection



# PADLET

Personal ▾ Home / Gallery / Learn / Join / TA ✉ / + Make

Hi Thuy-Linh  
Burning the midnight oil,  
huh?

Search padlets

Recents

Made by me

Trashed

Bookmarks

Favorites

New folder

Personal Neon  
5 of 3 padlets used  
You've gone over your padlet  
limit. Consider upgrading for  
more benefits?  
[View plans](#)

**Recents**

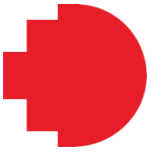
- Make a padlet
- GE 1B  
Thuy-Linh Nguyen • 1m
- GE 2A  
Thuy-L
- GE 2A Class 3  
Thuy-Linh Nguyen • 25d
- GE 2A Class 4  
Thuy-Linh Nguyen • 27d

**Step 1:** Set up Padlet for the class

**Step 2:** Create and name your Padlet

**Step 3:** Organize columns/sections

**Step 4:** Train students to use Padlet



# REFLECTION & DISCUSSION



Which tool do you currently use?



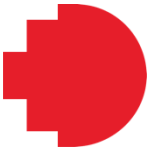
Which tool would you like to start using in your classroom? Why?





# Q & A





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# Thank you

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