Addressing Differentiation Using Mobile-Assisted Language Learning

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Abstract : Mobile-assisted language learning favors social-constructivist and connectivist theories to learning and adaptive approaches to teaching. It offers many opportunities to differentiated instruction in meaningful ways as it enables learners to become more collaborative, engaged and independent through additional dimensions such as web-based media, virtual learning environments, online publishing to an imagined audience and digitally mediated communication. MALL applications can be a tool for the teacher to personalize and adjust instruction according to the learners' needs and give continuous feedback to improve learning and performance in the process, which support differentiated instruction practices. This paper explores the utilization of Mobile Assisted Language Learning applications as a supporting tool for effective differentiation in the language classroom. It reports overall experience in terms of implementing MALL to shape and apply differentiated instruction and expand learning options. This session is structured in three main parts: first, a review of literature and effective practice of academically responsive instruction will be discussed. Second, samples of differentiated tasks, activities, projects and learner work will be demonstrated with relevant learning outcomes and learners' survey results. Finally, project findings and conclusions will be given.