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**Class structure for a differentiated instructional program of Chinese language and literature with technology and writing in a junior-high school**

In the twenty-first century, our adolescent students live in an era of information technology. There has been a strong call for transforming the curriculum of Chinese language and literature in junior high schools in Taiwan. Based on the equality of educational opportunity, the policy of 12-year basic education was proposed and put into effect in 2014. Differentiated instruction would be effective in realising its promise. The study aims to investigate the class structure of differentiated instruction and to construct a learning community of in-service teacher training for Chinese language and literature differentiated instruction integrated with technology in the junior high school. It adopted the method of design research to develop an innovative program with the co-operation of the participant teachers. Strategies used to collect field data included classroom observation, individual interviews, and focus group interviews, in order to evaluate the effects of the innovative program as well as the process of change in the teachers. The class structure of Chinese language and literature differentiated instruction integrated with technology and writing was constructed during the process of study.