

A Systematic Literature Review on the Implementation of Differentiated Approaches in Language Teaching

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Abstract

The evolving landscape of language education demands approaches that are both flexible and responsive to the diverse cultural, academic, and personal backgrounds of learners. Differentiated instruction (DI) has emerged as a crucial framework for addressing these varied needs, enabling teachers to adapt lesson content, instructional methods, classroom activities, and assessment practices. This study employs a Systematic Literature Review (SLR) to investigate the implementation of differentiated instruction in language teaching, with a particular focus on teacher readiness, practical challenges, and the resulting educational impact. Eight peer-reviewed articles published between 2021 and 2025 were systematically analyzed using the PRISMA methodology, with sources primarily drawn from the Scopus database. The findings reveal that although teachers generally acknowledge the importance of DI and hold positive attitudes toward its potential, actual classroom implementation remains limited. Barriers include insufficient time, overcrowded classrooms, a lack of professional training, and conceptual misunderstandings of DI principles. Evidence further indicates that when effectively implemented, DI enhances student motivation, learning engagement, and overall achievement, while also broadening teachers' pedagogical practices. These results highlight the urgent need for continuous professional development, stronger institutional support, and the development of context-specific frameworks, particularly within Malaysia's education system. Ultimately, differentiated instruction represents a viable pathway toward cultivating inclusive, equitable, and student-centered language learning environments.

Keywords: Differentiated Approaches, Language Teaching, Systematic Literature Review

Introduction

The field of language teaching is constantly adapting in response to shifts in educational theories and the varied demands of today's learners. In modern classrooms, a uniform teaching method is no longer sufficient to meet the needs of students who differ in cultural backgrounds, abilities, and learning preferences. This highlights the urgent need for innovative and adaptive approaches in language education, where achieving proficiency is closely tied to students' academic success, career opportunities, and social integration. One

such approach, differentiated instruction, has gained prominence as a strategy to enhance learning outcomes and promote inclusivity (Tomlinson, 2014).

Differentiated instruction is not merely a pedagogical option but a necessity in today's diverse learning environments. By modifying lesson content, instructional strategies, student tasks, and classroom settings, teachers can better address individual learning differences (Hall, Strangman, & Meyer, 2003). Its importance lies in its potential to close learning gaps, increase student engagement, and foster equitable learning opportunities. For policymakers and curriculum designers, this approach ensures that national education goals align with classroom realities. For teachers, it provides practical tools to manage diversity in learning. Most importantly, for students, it offers meaningful access to language learning that matches their needs and maximizes their potential.

In Malaysia, frameworks such as the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM) emphasize inclusive and adaptive teaching. However, the actual application of differentiated instruction in language classrooms remains limited. Research shows that educators encounter several obstacles in adopting this approach, including insufficient time, overcrowded classrooms, and lack of training on practical implementation (Ismail, 2020; Mohd Yusof & Ghazali, 2021). This disconnect between policy aspirations and classroom practice underscores why this study is both timely and necessary.

While international studies consistently highlight the effectiveness of differentiated instruction in enhancing language learning outcomes, the Malaysian context presents a unique set of challenges that remain underexplored. Most existing research has focused on general pedagogy, with limited emphasis on practical models of differentiated instruction specifically suited to Malaysian language classrooms. Moreover, current studies primarily highlight barriers faced by teachers but provide little insight into concrete solutions or frameworks that could guide educators in overcoming these challenges (Ismail, 2020; Mohd Yusof & Ghazali, 2021).

This research gap underscores the importance of investigating differentiated instruction within Malaysia's language education system at this point in time. The increasing cultural and linguistic diversity in classrooms, coupled with the Ministry of Education's push for inclusive practices under the KSSR and KSSM, makes it crucial to evaluate not only teachers' preparedness but also the actual impact of differentiated instruction on student learning. Without such context-specific evidence, policies risk remaining aspirational rather than actionable.

Therefore, this study is timely and significant. It aims to bridge the divide between policy and practice by examining how differentiated instruction influences language teaching and assessing the readiness of teachers to implement it effectively. The findings will provide empirical evidence that can inform teacher training, curriculum development, and classroom practices, thereby ensuring that Malaysia's education system better equips students to succeed in a rapidly evolving global landscape.

Literature Review

Differentiated Instruction

Nurul Nissha Johari and Harun Baharudin (2023) carried out a study to explore the connection between differentiated teaching strategies and the creative teaching practices of novice Arabic language educators in Melaka. Using a questionnaire distributed to 148 participants, the study revealed a significant and positive relationship between elements of differentiated instruction—such as lesson planning, instructional materials, and learning goals—and teachers' creative abilities in the classroom. These components emerged as key contributors to teaching creativity, highlighting that a structured and intentional application of differentiated strategies can effectively boost both creativity and instructional quality.

In a separate study, Hanita Ladjaharun and Anuar Ahmad (2023) examined the understanding and practical application of differentiated instruction among 233 History teachers in Sabah's secondary schools. The findings showed that although these educators possessed strong knowledge and were generally receptive to the approach, their heavy teaching workloads left them with limited time to prepare well-structured differentiated lessons. This time constraint negatively impacted the quality of their instructional delivery. The researchers emphasized the importance of better time management and enhanced administrative support to address this issue.

Another investigation by Kancanawati Kamar and Intan Farahana Abdul Rani (2024) focused on evaluating the proficiency of preschool teachers in Beluran District, Sabah, in implementing differentiated instruction. With a sample of 45 teachers, the study found that their competence in this area was moderate, indicating an urgent need for more thorough and targeted training initiatives. These results carry significant weight, considering that early childhood education lays the groundwork for effective pedagogical development.

On a global scale, research conducted by Milinga, Amani, and Lyakurwa (2023) in Tanzania explored teachers' views on applying differentiated instruction for high-performing students. Although the teachers acknowledged its relevance, they encountered notable obstacles, such as a lack of adequate training and limited access to teaching resources. The study stressed that successful implementation of differentiated instruction relies heavily on continuous professional development and support.

Meanwhile, Shareefa (2025) conducted a study in the Maldives that revealed widespread conceptual confusion among primary school teachers regarding differentiated instruction. Many educators interpreted it narrowly, often limiting their approach to grouping students solely by academic performance, while overlooking other crucial aspects like student interests, learning preferences, and readiness levels. The study highlighted the urgent need to deepen educators' understanding of the core principles underlying differentiated instruction.

Taken together, these studies collectively point to a strong recognition of the value of differentiated instruction. However, they also identify consistent barriers to effective implementation, including time limitations, demanding workloads, insufficient training, and conceptual misunderstandings. Therefore, for differentiated instruction to be fully and

effectively embraced, robust professional development programs and sustained institutional support are essential across all educational contexts.

Language Teaching

Over the last ten years, the landscape of language instruction has seen considerable change, spurred by technological progress, evolving educational policies, and a stronger call for pedagogies that accommodate diverse learners. Current research offers thorough examinations of language teaching methodologies that resonate with today's educational climate.

Jasmari (2024) explored the incorporation of digital tactics into Indonesian language education at the university level. By conducting a systematic review of 84 articles, the research pinpointed tools like artificial intelligence (AI), social media channels (YouTube, TikTok), and interactive software (Kahoot, Quizizz) as beneficial for boosting student participation and learning achievements. Nevertheless, obstacles such as insufficient internet connectivity and low teacher digital proficiency, especially in rural settings, were flagged as significant hurdles. The results emphasize the need for strong digital infrastructure and thorough training initiatives for educators.

Mohd Zaki and Ahmad (2024) adopted a qualitative, phenomenological methodology to delve into the teaching methods utilized by Malay language instructors in elementary schools. Their investigation centered on aspects like lesson preparation, establishing conducive learning atmospheres, choosing suitable instructional techniques, and educators' professional dedication. The outcomes present a structure of optimal practices aimed at elevating student learning quality via professional introspection and pedagogical preparation.

Simon et al. (2025) looked into the efficacy of collaborative learning for acquiring the Arabic language in Indonesia. The research affirmed that techniques such as group dialogues, cooperative learning, and project-based strategies can notably improve students' linguistic abilities. However, success was found to be heavily reliant on the instructor's skill in guiding sessions and nurturing positive peer interaction. Consequently, the study suggested specialized instruction to better prepare teachers for leading collaborative learning tasks.

Rahman and Abdullah (2025) concentrated on instructing listening skills within Malay language classrooms. Their study revealed a considerable enhancement in students' aural comprehension when educators utilized audiovisual aids and active listening strategies. These results underscore the value of diversifying teaching strategies to tackle language competencies that are sometimes overlooked.

Hidayat (2025) investigated the application of technology in Arabic language teaching within madrasahs (Islamic educational institutions). The study confirmed that digital resources, including educational applications and interactive media, can heighten student motivation and academic success. Yet, difficulties like a scarcity of devices and inadequate administrative backing impeded broader adoption.

Pratama (2024) studied English teaching techniques tailored for learners with special educational needs. Approaches such as Direct Instruction, Total Physical Response (TPR), and

individualized support were discovered to be effective in assisting students with grasping fundamental commands and vocabulary. This investigation stresses the importance of modifying teaching methods to align with the distinct requirements of every student.

Taken together, these investigations portray the dynamic progression of language teaching, integrating technological adoption, effective pedagogical practices, and principles of inclusive education. They clearly illustrate that modern teaching methodologies must possess the capacity to adapt, be innovative, and remain sensitive to the varied requirements of learners.

Differentiated Instruction Theories

Differentiated Instruction (DI), developed by Carol Ann Tomlinson, remains a cornerstone of modern pedagogy, particularly in addressing the varied needs of learners. Tomlinson and McTighe (2021) highlight that combining DI with the Understanding by Design (UbD) framework enhances curriculum development and fosters more student-centered teaching. While UbD focuses on defining learning objectives, DI enables educators to adjust their methods according to students' readiness, interests, and learning preferences. This synergy not only boosts academic performance but also encourages more meaningful and individualized learning.

In *Leading for Differentiation*, Tomlinson and Imbeau (2022) stress that successful DI implementation relies heavily on strong leadership support. They outline five key principles for effective execution: fostering a positive classroom climate, developing rigorous curricula, employing continuous assessment, delivering adaptive instruction, and maintaining flexible classroom management. Proactive and committed leadership is crucial in building a school culture that values both teaching excellence and educational equity.

Kuhr and Geier's (2023) research on Tomlinson's work underscores the importance of empathy in differentiated instruction. They contend that empathetic teaching strengthens student-teacher relationships, increasing engagement and motivation. This perspective aligns with Tomlinson's philosophy that educators must believe in every student's potential while offering customized support based on individual needs.

Finally, in *Leadership for Differentiating Schools and Classrooms* (2023), Tomlinson advocates for a comprehensive and strategic approach to DI, emphasizing flexible grouping, ongoing formative assessment, and adjustments to content, instructional methods, and learning outputs. Such an approach equips teachers to better accommodate classroom diversity, where students vary in backgrounds, abilities, and learning styles. As a result, Tomlinson's DI framework remains highly relevant in shaping an inclusive, adaptive, and forward-thinking education system—one that meets the evolving demands of 21st-century learning.

Methodology

This research employed the Systematic Literature Review (SLR) method to explore and assess previous studies related to differentiated instruction in language teaching. As noted by Latifah and Khairina (2020), the SLR approach enables researchers to systematically identify, assess, and synthesize all relevant research pertaining to a specific area of inquiry. In alignment with this approach, the researcher followed the SLR framework outlined by Kitchenham et al.

(2009), which offers a structured and reliable methodology for conducting thorough and trustworthy literature reviews.

For data collection, the researcher relied on two primary sources: Scopus and selected scholarly articles from Google Scholar. Scopus was chosen due to its reputation as one of the most extensive and credible citation databases, offering access to high-quality, peer-reviewed academic journals. In addition, relevant articles were sourced from Google Scholar through the use of targeted keywords. Once relevant literature was identified, the researcher proceeded with a careful screening and selection process, applying predefined inclusion and exclusion criteria. These criteria included factors such as publication year, document type, language, and the scope of the article. A detailed overview of these criteria is presented in Table 1 below.

Table 1

Inclusion Criteria and Exclusion Criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Year	2021–2025	< 2021
Document Type	Journal Article	Books, Conference Papers
Language	English	Non-English languages
Scope	Related to differentiated instruction in language teaching	Not related to differentiated instruction in language teaching

Table 1 outlines the specific criteria employed for selecting and excluding sources in this investigation, ensuring that only materials pertinent to differentiated instruction within language teaching were incorporated. Exclusions were generally based on a few broad factors: irrelevance to the topic, the quality of the publication source, the format of the document, and the language of the text.

The timeframe for article selection was restricted to publications dated between 2021 and 2025. This temporal limitation was implemented to guarantee the currency of the collected data and its alignment with recent developments in the discipline. Concerning the types of documents considered, the study exclusively accepted journal articles due to their established academic rigor, often resulting from a peer-review process. Consequently, books, theses, and conference proceedings were excluded to maintain a consistent focus on journal-based literature. Regarding language, only articles written in English were selected; this decision was made to prevent potential misinterpretation, given the researcher's linguistic capabilities were limited to English and Bahasa Malaysia.

To identify potentially relevant articles, keyword searches were conducted specifically within the Scopus database. The choice of keywords was guided by the central research theme. The precise terms utilized during the search procedure on Scopus are detailed in Table 2 presented below.

Table 2

Keywords used in Scopus searches

Database	Search String
SCOPUS	TITLE-ABS-KEY ("Differentiated instruction" OR "Differentiated approaches" OR "DI") AND ("Language teaching")

The methodology for gathering data in this investigation adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. As outlined by Moher et al. (2009), PRISMA supplies a checklist and a flowchart that are instrumental in guiding researchers to perform and document systematic reviews with thoroughness and openness. This methodology facilitates the consistent reproducibility of studies and allows for objective assessment of their quality. PRISMA functions as a set of directives designed to ensure that researchers generate review reports which are comprehensive, organized, and accessible. Its principal aim is to elevate the quality and clarity with which research outcomes are presented, while also assisting readers in comprehending the full scope of the review methodology. This encompasses stages such as the literature search, identification of pertinent studies, data processing, and the culmination of final findings. A central element within the application of PRISMA involves the filtering of articles according to predefined standards. Figure B, provide below, illustrates the PRISMA flowchart that was utilized to encapsulate the systematic search procedure for this study.

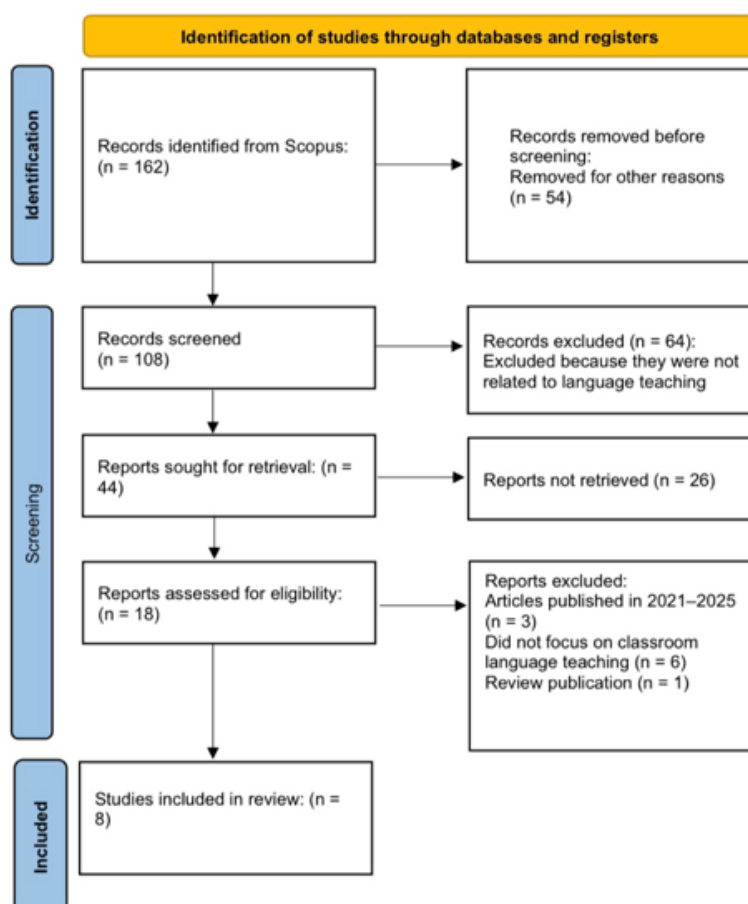


Figure 1: PRISMA Flow Diagram

According to the analysis of the PRISMA diagram, an initial total of 162 records were identified through a search in the Scopus database. Before the screening process commenced, 54 records were removed due to various unrelated factors, resulting in 108 records eligible for preliminary screening. Of these, 64 records were excluded because they did not directly pertain to language teaching. This left 44 records identified for full-text retrieval; however, 26 could not be accessed due to restricted availability or incomplete content.

Subsequently, 18 full-text articles were assessed for eligibility. During this phase, 8 articles were excluded for the following reasons: three were published outside the designated time frame of 2021–2025, six did not concentrate on classroom-based teaching practices, and one was a review article rather than an empirical study. In the end, 8 studies met all the inclusion criteria and were incorporated into the final systematic review.

This meticulous selection process underscores the study's commitment to including only research that is both directly relevant and methodologically aligned with the scope and objectives of the review.

Research Findings

Articles by Year

Table 3 displays the categorization of articles according to their year of publication, spanning from 2021 to 2025, all concerning the implementation of differentiated instruction methodologies. The results show that no relevant articles were published during 2021 and 2022. The year 2023 saw the recording of two publications. However, 2024 experienced a notable rise, with five articles appearing, marking it as the peak year for research output on this subject. As for 2025, only one article has been documented up to this point. This increase in 2024 suggests a growing focus and scholarly interest in differentiated instruction, particularly within the realms of language teaching and special education. The subjects explored within these studies encompass diverse areas, including teacher self-assurance and practices, the efficacy of programs, student engagement, and reading comprehension abilities.

In summary, the information suggests that differentiated instruction has progressively drawn more research interest, especially following 2022. This trend might be linked to the imperative of tackling classroom diversity, which has become more intricate in the post-pandemic era, coupled with the broader movement towards inclusive educational practices. It is anticipated that research in this area will continue its upward trajectory in the forthcoming years.

Table 3

Artikel by year

Articles	2021	2022	2023	2024	2025
EFL Teachers' Beliefs on and Practices of Differentiated Instruction in Oman				/	
A New Program to Foster Inclusion: Unraveling Language Teachers Pedagogical Practices to Differentiated Instruction				/	
The implementation of differentiated learning in ELT: Indonesian teachers readiness				/	
Bridging the Gap in Learning: Differentiated Learning to Enhance the Students' Reading Comprehension of Explanatory Texts and Writing Skills				/	
The relationship between differentiated instruction and learner levels of engagement at university				/	
Delving into Educators' Perspectives and Practices in Second Language Teaching Contexts: Differentiated Instruction in the Spotlight				/	
The Effectiveness of a Training Program Using Differentiated Instruction to Improve the Reading Skill of Jordanian Third Graders With Learning Difficulties			/		
"Where Do I Start?" Inquiry into K-12 Mainstream Teachers' Knowledge about Differentiating Instruction for ELLs in One U.S. School District			/		
Total	0	0	2	5	1

Articles by Country

The table below outlines the distribution of articles related to differentiated instruction in language teaching by country for the period 2021 to 2025. A total of eight articles were analyzed. Indonesia emerged as the leading contributor, with three publications, all released in 2024. This suggests a growing awareness and strong research interest among Indonesian scholars in the application of differentiated instruction within their national educational framework.

Other countries represented in the review include the United Kingdom, the United States, Jordan, Zambia, and Oman, each contributing one article. No studies were recorded during 2021 and 2022, while two articles were published in 2023, followed by a significant increase to five articles in 2024, and one article identified so far in 2025. This upward trend reflects a noticeable growth in research activity starting in 2023, with a peak observed in 2024.

These findings indicate that the topic of differentiated instruction in language education is attracting increasing international interest. However, it has not yet achieved widespread global adoption. Additional research is needed, particularly in underrepresented regions, to explore the various strategies, challenges, and outcomes associated with implementing differentiated instruction in diverse educational settings. Such efforts are essential to promoting inclusive education and addressing the needs of diverse learners in language classrooms worldwide.

Table 4

Articles by country

Country	2021	2022	2023	2024	2025	Total
Indonesia				3		3
United Kingdom				1		1
United States			1			1
Jordan			1			1
Zambia				1		1
Oman					1	1
Total	0	0	2	5	1	8

Teacher's Readiness in Implementing Differentiated Instruction in Language Teaching

This section responds to the research question by examining the data summarized in Table 5. The evidence reveals that the application of differentiated instruction in language education varies significantly, being largely influenced by educators' understanding, perceptions, and classroom practices. Multiple studies, including recent work by Suhailah Mubarak Al-Breiki et al. (2025) and Nur Ilman Halili et al. (2023), demonstrate that while most teachers demonstrate strong theoretical knowledge of differentiated instruction and believe in its pedagogical value, this awareness frequently fails to materialize into consistent classroom implementation.

Further research paints a more nuanced picture. Investigations by Husnati Azdan and Marhamah (2024) indicate that despite teachers' expressed confidence in using this approach, successful execution requires both deeper conceptual understanding and sustained professional support. Similarly, Nina Sufian et al.'s (2024) findings reveal that while educators show enthusiasm for adopting differentiated instruction, they encounter persistent obstacles including gaps in practical application skills and difficulties adapting the method to authentic classroom situations.

Several studies have specifically examined the impact on learners. Research conducted by Huy Subandlyadi et al. (2024) and Robyn Meierdirk (2024) confirms that teaching professionals generally maintain favorable attitudes toward differentiated instruction. Nevertheless, these studies equally highlight the necessity for continuous training and more thorough methodological comprehension to achieve successful, large-scale adoption.

The collective findings underscore an important dichotomy, while teacher awareness and perceptions regarding differentiated instruction are predominantly positive, actual implementation continues to face multiple barriers. These include inadequate professional training, insufficient hands-on expertise, and lack of institutional support mechanisms. Consequently, the establishment of ongoing professional development programs and targeted support systems emerges as essential for maximizing the effectiveness of this instructional approach in language education contexts.

Table 5

Teacher's Readiness in Implementing Differentiated Instruction in Language Teaching

Author(s) & Year	Study Design	Readiness in Implementing Differentiated Instruction in Language Teaching
Suhaila Mubarak Al-Breiki, Abdo Mohammed Al-Mekhlafi & Chokri Smaoui. 2025	MM	Knowledge: 1. High understanding of differentiated instruction Attitude: 1. Confidence in implementing differentiated instruction 2. Not yet common practice Interest: –
Nur Ihsan Halil, Hendri Yawan, Andi Nur Hasanah, Hariadi Syam, Netty Huzniati Andas, Marhamah Marhamah. 2024	QL	Knowledge: 1. High understanding of differentiated instruction Attitude: 1. Confidence in implementation 2. Implemented in diverse ways Interest: –
Nina Sofiana, Santi Andriyani, Muh Shofiyuddin, Husni Mubarak, Olyvia Revalita Candraloka. 2024	MM	Knowledge: 1. Limited knowledge on differentiated instruction Attitude: 1. Not ready to implement Interest: –
Huy Subandiyah, Haris Suprato, Rizki Ramadhan, Resdianto Permata Raharjo & Riki Nasrulla. 2024	MM	Focused on impact
Christine Osae', Isaak Papadopoulos. 2024	QL	Knowledge: 1. Limited knowledge on differentiated instruction Attitude: 1. Positive attitude towards implementation Interest: –
Robyn Moalemi. 2024	QL	Focused on impact
Ahmad A. Al-Makahleh, Alaa' M. Smad, Al-Balqa. 2023	QL	Focused on impact
Andrea Stairs-Davenport. 2023	MM	Knowledge: 1. Limited knowledge on differentiated instruction Attitude: 1. Low readiness to implement Interest: –

The Impact of Differentiated Instruction Implementation in Language Teaching

This section addresses the second research question, which examines how differentiated instruction is implemented in the context of language education. A wide range of studies have investigated this topic, employing various research methods and designs.

For instance, Suhaila Mubarak Al-Breiki et al. (2025) utilized a mixed-method research design to examine teachers' preparedness for implementing differentiated instruction. Similarly, Nina Sofiana et al. (2024) and Christine Osae & Isaak Papadopoulos (2024) adopted comparable approaches, also highlighting teacher readiness as a crucial factor influencing the effective application of differentiated teaching strategies.

In contrast, Nur Ihsan Halil et al. (2024) conducted a qualitative study that focused on the impact of differentiated instruction on students, particularly in relation to motivation,

knowledge acquisition, teaching skills, and overall teaching quality. However, this research did not specifically address the aspect of teacher preparation. Likewise, Hey Subandiyah et al. (2024) employed a mixed-method design to explore outcomes related to students, but their study lacked clear insights into the effects on teachers.

Further, studies by Robyn Moalim (2024) and Ahmad et al. (2023), both using qualitative methodologies, examined the student-focused impact of differentiated instruction, each concentrating on distinct individual aspects. Notably, Ahmad A. and colleagues expanded their analysis to include multiple dimensions such as knowledge, motivation, teaching competence, and instructional quality.

Finally, Andrea (2023) also adopted a mixed-method approach; however, the study did not offer detailed findings on how differentiated instruction influences actual teaching practices.

Table 6

The Impact of Differentiated Instruction Implementation in Language Teaching

Author(s) & Year	Study Design	Impact on Students		Impact on Teachers	
		Motivation	Knowledge	Pedagogical Skills	Teaching Quality
Suhaila Mubarak Al-Breiki, Abdo Mohammed Al-Mekhlafi & Chokri Smaoui. 2025	MM	Study focuses only on teacher readiness			
Nur Ihsan Halil, Hendri Yawan, Andi Nur Hasanah, Hariadi Syam, Netty Huzniati Andas, Marhamah Marhamah. 2024	QL	/	/	/	/
Nina Sofiana, Santi Andriyani, Muh Shofiyuddin, Husni Mubarak, Olyvia Revalita Candraloka. 2024	MM	Study focuses only on teacher readiness			
Hey Subandiyah, Haris Suprato, Rizki Ramadhan, Resdianto Permata Raharjo & Riki Nasrulla. 2024	MM	/			
Christine Osae', Isaak Papadopoulos. 2024	QL	Study focuses only on teacher readiness			
Robyn Moalemi. 2024	QL	/		/	
Ahmad A. Al-Makahleh, Alaa' M. Smad, Al-Balqa. 2023	QL		/		/
Andrea Stairs-Davenport. 2023	MM			/	

Discussion

The implementation of differentiated instruction in language teaching serves as a pedagogical approach that acknowledges the diverse learning styles, ability levels, and individual needs of students. This method involves tailoring instructional strategies to accommodate these

differences, with the goal of enhancing language learning by aligning content and delivery methods with students' interests, capabilities, and learning preferences. Numerous studies have demonstrated that differentiated instruction significantly impacts not only student outcomes but also teaching practices.

From the student perspective, differentiated instruction has been shown to foster greater engagement and motivation in language learning. By adapting instructional materials and delivery methods, students are able to participate more actively in class and engage meaningfully with the content. This individualized approach allows students to learn at their own pace, improving comprehension and language acquisition. Studies by Nur Ihsan Halil et al. (2024) and Robyn (2024) support this, indicating that differentiated instruction encourages student cooperation, increases intrinsic motivation, and enhances overall classroom dynamics. Moreover, it helps alleviate boredom and frustration by ensuring that tasks match students' readiness levels, which in turn boosts self-confidence. The research of Suhaila Mubarak Al-Breiki et al. (2025) further confirms that customizing content and activities to align with students' interests and abilities contributes to more effective language mastery.

For teachers, the implementation of differentiated instruction requires careful planning and a high degree of flexibility in teaching strategies. Educators must assess individual student needs and design appropriate materials tasks that can be time-consuming and complex. Nevertheless, when executed effectively, this approach leads to a strong sense of professional fulfillment, especially as teachers witness improvements in student performance. Studies by Nur Ihsan Halil et al. (2024) and Ahmad (2023) highlight how differentiated instruction can enhance teaching quality through thoughtful content and process modifications. Additionally, it offers teachers the opportunity to expand their pedagogical repertoire by experimenting with innovative techniques. While Nina Sofiana et al. (2024) found that Indonesian teachers often face difficulties in preparing materials and managing differentiated classrooms, those who implemented the strategy showed notable growth in understanding student needs, developing teaching creativity, and improving overall pedagogical skills.

Despite these clear benefits, differentiated instruction demands a high level of commitment from educators. Significant challenges include time constraints, limited resources, and a lack of systematic training. Therefore, institutional support and continuous professional development are vital for successful implementation, as emphasized by Nina Sofiana et al. (2024) and Andrea (2023). The reviewed studies consistently suggest that although differentiated instruction holds great potential for enhancing language education, its success largely hinges on strategic implementation and collaborative support from all stakeholders. In this context, it is important to consider the long-term benefits this approach offers to the wider educational ecosystem.

Effective implementation also depends on teacher readiness, particularly in the areas of knowledge, attitude, and interest. A solid understanding of the principles and techniques behind differentiated instruction forms the foundation of its successful application. As noted by Christine Osae and Isaak Papadopoulos (2024), teachers with strong theoretical and practical knowledge are more capable of designing instruction that meets diverse student needs. Conversely, those with limited understanding often feel underprepared and less confident, hindering effective application, as observed in Andrea (2023).

Attitudinal readiness is another critical factor. The study by Suhaila Mubarak Al-Breiki et al. (2025) indicates that teachers' belief in the effectiveness of differentiated instruction strongly influences their willingness to invest time and effort into lesson planning and instructional adjustments. However, not all teachers exhibit this level of confidence. Some remain skeptical of the approach, especially when confronted with challenges such as large class sizes, restricted time, and scarce resources. Findings by Nina Sofiana et al. (2024) and Andrea (2023) reveal that many educators are not yet fully prepared to adopt this approach due to a lack of training, support, and positive exposure. As a result, some choose to avoid implementing differentiated instruction, perceiving it as overly complex without sufficient institutional backing.

Although teacher interest is not often addressed directly in the literature, it plays a significant role in implementation. Teachers who are genuinely interested in differentiated instruction tend to be more proactive in seeking out training opportunities, attending workshops, and independently exploring new teaching methods. This interest typically stems from a desire to improve student outcomes and from a deep sense of professional responsibility.

Finally, the most frequently cited barriers to effective implementation include the lack of ongoing, specialized training, serious time constraints, and insufficient support systems at the school level (Suhaila Mubarak Al-Breiki et al., 2025; Nina Sofiana et al., 2024; Andrea, 2023). Teachers are often overwhelmed by administrative duties and co-curricular responsibilities, leaving little time for the preparation of diverse and targeted instruction. Without adequate training and continuous support, teachers may struggle to master and apply differentiated instruction effectively within their classrooms.

Conclusion

This research has offered a systematic examination of the utilization of differentiated instruction approaches within the domain of language teaching, drawing upon eight selected empirical investigations. In general, the findings indicate that this methodology holds significant promise for augmenting the efficacy of language pedagogy and acquisition, particularly concerning learner motivation, dynamic classroom engagement, and enhanced linguistic competence. Nevertheless, its deployment within actual classroom settings remains neither widespread nor standardized.

Instructors are identified as pivotal figures in the successful execution of this strategy. Elements such as pedagogical knowledge, professional attitude, and personal interest emerge as fundamental catalysts for effective application. Educators who possess a firm conviction and enthusiasm for this approach demonstrate a greater propensity to invest time, engage in professional development, and experiment with novel techniques. Conversely, impediments like insufficient specialized preparation, time constraints, large student cohorts, and a dearth of institutional backing impede teachers from fully adopting the method. Consequently, organized support systems are deemed indispensable.

Proposed actions encompass the provision of targeted professional development, the formation of professional learning communities, and the alleviation of teachers' non-instructional duties. Furthermore, the creation of implementation frameworks adapted to specific local circumstances is necessary, granting educators practical and flexible guidance.

In summary, differentiated instruction not only fosters inclusive and efficacious learning environments but also possesses the capacity to reinforce educators' teaching methodologies, steering them towards a responsible, learner-centered approach characteristic of 21st-century education.

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