



THE IMPLEMENTATION OF DIFFERENTIATED READING INSTRUCTION IN EFL CONTEXT: STRATEGIES, IMPACTS, AND CHALLENGES

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Abstract

This study is conducted using a systematic literature review which explores the strategies, impacts, and challenges during the implementation of Differentiated Reading Instruction (DRI) strategies in English as a Foreign Language (EFL) Classrooms. The literature review analyses 19 studies published between 2014 and 2024, sourced from databases like Scopus, Google Scholar, and Mendeley. The findings reveal that tiered assignments and flexible grouping achieve the highest frequency use in DRI implementation. The strategies show the positive effects namely on reading comprehension, student engagement, and self-confidence. However, the reviews also find out the challenges such as a restricted time, limited resources, and insufficient teacher training hinder effective implementation. For further research, it is recommended to explore on other language skills namely listening, speaking, and writing to broad the impacts of DRI. The study also identifies the importance of teachers' training on DI practices to overcome the challenges in diverse classrooms.

Keywords: Differentiated reading instruction, EFL (English as a Foreign Language), DI strategies

INTRODUCTION

Kurikulum Merdeka recommends that differentiated instruction (DI) be applied in the classroom. Differentiated instruction (DI) uses three strategies to find differences: learning profiles, interests, and readiness. Tomlinson (2017) says that each type of differentiation focuses on at least three things: product, process, and content. DI strategies, like giving students reading lessons that are tailored to their skills and readiness, can help them understand texts better (Aliakbari & Haghighi, 2014; White & Vibulphol, 2020). There is a growing need for teaching methods that can work for a wide range of students, especially when EFL students don't have much exposure to English outside of class (Shaunessy-Dedrick et al., 2015; Suson et al., 2020). In an EFL setting, it's very important to use different methods to teach reading in order to get the best possible results in understanding what you read.

The primary goals of differentiated reading instruction are to help students remember what they learn, keep them interested, and get them to actively participate in the learning process

(Dapa, 2017; Taufik, 2016). Research shows that differentiated instruction strategies like tiered assignments and flexible grouping can help deal with diversity in the classroom (Tomlinson, 2017). Tiered instruction, a common way to differentiate instruction, has been shown to help students of different skill levels improve their understanding by giving them reading assignments that are right for their level of proficiency. DI should strongly support both learning alone and in groups. El Khdar et al. (2019); White and Vibulphol (2020). Differentiated instruction (DI) has been shown to be important for helping students who have trouble reading develop positive attitudes toward reading, especially when it comes to standardized reading tests (Aliakbari & Haghighi, 2014; Shaunessy-Dedrick et al., 2015).

There are still a lot of questions that need to be answered, but it looks like differentiated reading instruction is helpful. A lot of research on differentiated instruction (DI) in English as a Foreign Language (EFL) settings only looks at how it affects comprehension and not how it affects other skills like critical thinking, fluency, and language retention (El Khdar et al., (2019); Suson et al., 2020). There has been a lot of research on differentiated teaching methods like interest grouping and tiered instruction. But not much is known about how differentiated instruction (DI) affects other language skills, like writing and listening, when it is used with reading instruction (Aliakbari & Haghighi, 2014; Shaunessy-Dedrick et al., 2015). Achmad et al. (2024) also look at a systematic review of differentiated reading instruction in elementary school. There isn't a lot of research on how well differentiated instruction strategies work, how they affect students, or the problems that come up when using them to teach reading at any level of school.

There needs to be more research into the real-world issues that arise when differentiated instruction (DI) is used in English as a Foreign Language (EFL) settings. Teachers often have trouble using differentiated instruction strategies because they don't have enough resources, haven't been trained well enough, or don't have enough time (Suson et al., 2020; Taufik, 2016). There haven't been many studies that have looked into these real-world issues or tried to make differentiated instruction work better in different EFL settings (Reis et al., 2011). There haven't been many studies on how well different differentiated teaching methods work in EFL classrooms, like tiered instruction and flexible grouping. There also hasn't been much research on how well these methods can be changed to work for both advanced and struggling students at the same time (Tomlinson, 2001; Shaunessy-Dedrick et al., 2015). There needs to be more research in these areas to give EFL teachers clear, research-based advice on how to use differentiated instruction effectively. In a lot of EFL classes, this will help students read better and understand more of the language.

The purpose of the systematic literature review (Aliakbari & Haghighi, 2014; Shaunessy-Dedrick et al., 2015; Suson et al., 2020) is to look into the specific strategies used to successfully implement differentiated instruction, assess its effects on reading comprehension and student engagement, and find any barriers that might stop it from working in different classroom settings. We came up with the following questions for our study:

- 1) What differentiated instructional strategies most frequently implemented for reading comprehension?
- 2) How does differentiated reading instruction impact on students reading achievement in EFL classrooms?
- 3) What challenges do EFL teachers face in implementing differentiated reading instruction?

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is a fundamental skill in language acquisition, essential for interpreting and internalizing written information across contexts (Cholsakorn & Piamsai, 2022). Reading comprehension is defined as the process of extracting and constructing meaning from text that involves with written material at both cognitive and affective levels (Magableh & Abdullah, 2020). According to the RAND Reading Study Group (2002), comprehension comprises decoding text, recognizing words and grammar structures, and utilizing background knowledge to form meaning. The skills required for reading comprehension can be divided into micro-skills such as identifying words, recognizing grammatical patterns, and understanding specific details and macro-skills, including grasping the overall structure, context, and themes of the text (Hasanah et al., 2023). When readers use these skills together, they can connect what they already know with what they read, creating a unified interpretation.

Teaching reading involves a number of strategies to help students understand what they read better. These methods often include activities before, during, and after reading that support different cognitive processes (Sahril et al., 2021). According to Chastain (1988), the purpose of pre-reading activities is to motivate the students to want to read the assignment and to prepare them to be able to read it. Besides, during-reading tasks like making predictions and asking questions help students stay interested in the text (Jufrianto et al., 2023). After reading, activities that encourage synthesis and reflection help students apply what they've learned to bigger situations (Cholsakorn & Piamsai, 2022). Teaching students how to read not only helps them improve their basic skills, but it also helps them develop critical reading skills, which allow them to understand and evaluate information on their own (Sahril, et al., 2021). This structured way of teaching reading is especially helpful in EFL settings, where students need a supportive framework to improve both their language and comprehension skills.

Differentiated Instruction

In order to meet the needs of the students, teachers can use differentiated instruction (DI). Content (what students learn), process (how they learn it), and product (how they show what they've learned) are the three elements that DI adjusts to suit the needs of the learners. This approach was developed by Tomlinson (2021) in recognition of the fact that each student possesses unique knowledge, passions, and learning styles. Students who are more advanced may be given more challenging reading materials in a differentiated classroom, while those who need more assistance may be given easier reading materials. Making sure each student progresses at their own pace and level is the main objective of this strategy. According to MoECRT (2022), DI is currently essential in student-centered educational frameworks such as in Indonesia's *Kurikulum Merdeka*, which prioritizes personalized learning. According to Subban (2006), students are more engaged, motivated, and successful when their learning strategies are tailored to their individual needs. With this strategies, every student benefits, develops, and is prepared to learn throughout their lives from a diverse population.

When creating a profile of a student for use in a differentiated classroom, Tomlinson (2017) suggests looking at three things: their level of preparedness, their areas of interest, and their preferred method of learning. A student's current level of skill and knowledge is a good indicator of their readiness to learn new things, according to the concept of readiness. Including topics that are relevant to students' interests means that the curriculum is engaging. By making connections to topics they are passionate about, learning becomes more engaging

and applicable. Last but not least, learning profile differentiation aids students in making meaningful connections to the content by tailoring instruction to their individual learning styles. Students are better able to engage and learn when instructors use student profiles like these to tailor their lessons to their individual needs.

According to Tomlinson (2001), there are four distinct applications of DI. To differentiate content, teachers can adjust the difficulty of lessons so that students learn at their own pace. The term "differentiation of process" refers to the practice of tailoring a lesson to each individual student by adjusting the way they engage with the content. A kinesthetic learner could benefit from physical activities, while an auditory learner could benefit from presentations. Differentiation of product allows students to demonstrate their knowledge in ways that resonate with them, whether that's through projects, presentations, or writing. Last but not least, a Differentiation of Learning Environment modifies the classroom's layout and management to foster concentration and success among students. DI allows educators more leeway to cater to their students' individual needs, resulting in an inclusive learning environment where every student can thrive.

Differentiated Reading Instruction

Differentiated reading instruction (DRI) is a way of teaching that changes how teachers teach based on how ready, interested, and learning profiles of their students. This lets them give personalized instruction that meets the needs of all students in mixed-ability classrooms (Magableh & Abdullah, 2021; Tomlinson, 2001). In the context of reading, DRI changes the content, process, or product to fit the different skill levels and preferences of students (Cholsakorn & Piamsai, 2022). Flexible grouping, where students are put into groups based on their interests or abilities, tiered assignments with different levels of difficulty, and scaffolding techniques to help students gradually improve their understanding are all common DRI strategies for reading (Hasanah et al., 2023). Also, DRI can use tiered reading materials, giving easier texts to lower-level readers and harder texts to advanced readers. This makes sure that each student is reading something that is both challenging and doable (Jufrianto et al., 2023). These methods help students understand better and feel more motivated and capable because they can see how their progress matches their skills and efforts (Sahril, et al., 2021).

Differentiated reading instruction uses a variety of teaching methods to improve both understanding and interest. For example, teachers can give reading assignments that are based on students' interests, which has been shown to make them more interested and help them understand better (Sahril, et al., 2021; Hasanah et al., 2023). Additionally, tiered assignments that are tailored to different levels of proficiency within the same class give students the freedom to move at their own pace, which helps them grow as individuals (Magableh & Abdullah, 2021). Scaffolding is another good strategy. It means giving students less help as they get better at something. This is in line with Vygotsky's (1978) Zone of Proximal Development (ZPD), which says that students learn best when they are working on tasks they can do with help but will soon be able to do on their own (Jufrianto et al., 2023). Teachers can better meet the needs of each student by using these different strategies. This creates a supportive learning environment and a structured path to independent reading comprehension.

METHOD

Research Method

This study employs a systematic literature review methodology to explore the implementation of Differentiated Reading Instruction (DRI) in EFL Context particularly to depict the strategies, impacts, and challenges. The framework follows five stages proposed by Kusmaryono et al. (2021) namely (1) Formulating the inclusion and exclusion criteria (see table 1); (2) Reviewing the related journal articles including the Scopus, Google Scholar, and Mendeley to track the implementation of DRI; (3) Determining the publication period from 2014 to 2024; (4) Conducting a thorough and systematic review of the identified literature; (5) Performing an in-depth analysis of the articles; and drawing conclusions based on the final analysis.

The data were collected from reputable sources such as Scopus, Google Scholar, and Mendeley. The keywords used to track the articles included: "differentiated instruction", "reading comprehension", and "differentiated reading instruction" as well.

In the early stages of the review, the researcher established the inclusion criteria, which serve as standards for determining the relevance of topics within the studies and guide their inclusion or exclusion from the review.

Criteria of Inclusion and Exclusion

Table 1. Criteria of Inclusion and Exclusion

Inclusion	Exclusion
Papers (journal articles) have discussion on differentiated instruction particularly on reading skills in EFL context.	Other topics and do not directly address the research questions.
The research articles were published between 2014 up to 2024 to capture English articles.	Papers were published before 2014.
The research methods used in the journal articles should explicitly indicate population sample size, instruments, and analysis.	Non-English articles.
Empirical research journal articles, conference papers with reputable publisher.	The articles with no clear research methods.
	Non-empirical studies (books chapter, lack of empirical evidence, thesis, opinions.

A selection of 19 studies was included in this investigation from varied educational levels; primary, secondary, and senior high schools and a university. These studies were analyzed using a thematic synthesis approach outlined by Popenoe et al. (2021). The procedure for evaluating the selected articles comprised several essential stages: initially, creating a research matrix capturing key details, including the research objectives, methodology, research questions, and findings. Next steps are identifying and extracting relevant data in alignment with the research inquiry and the systematic review; then, organizing the collected data; and ultimately, synthesizing and presenting the information cohesively and clearly to offer insight into the studies.

RESULTS AND DISCUSSIONS

RQ 1: What differentiated instructional strategies most frequently implemented for reading comprehension?

Educators implement a variety of differentiated instructional strategies to serve student's diverse learning needs. Varied strategies are allowing the students to engage with the material at an appropriate level. The following graph illustrates the frequency of different strategies among the selected studies.

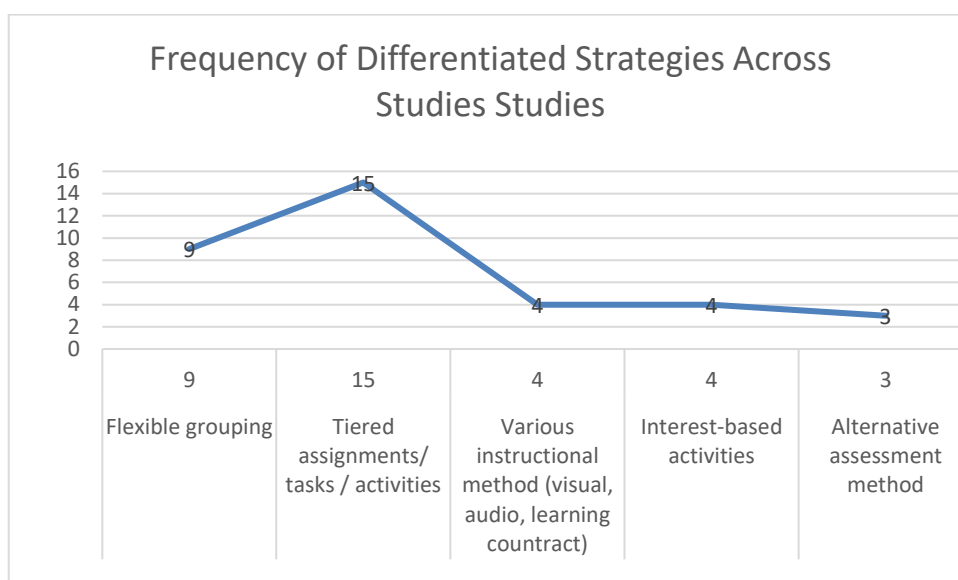


Figure 1. Types of DI Strategies

Based on the research matrix from the selected studies, tiered assignments emerge as the most common differentiated strategy with 15 studies, approximately 79% followed by flexible grouping with 9 studies, around 47% of the total studies (Azimah & Sujannah, 2024; Hasanah et al., 2023; Jufrianto et al., 2023; Magableh & Abdullah, 2020, 2021, 2022; Potot et al., 2023; Subandiyah et al., 2024; Cholsakorn et al., 2022; Febriyanti & Arapah, 2018; Aliakbari et al., 2014). Tiered tasks are an activity to adjust text difficulty and task complexity, while flexible grouping rearranges the learners based on level of readiness, interest or task to manage heterogenous class. Less favorite but valuable to be implemented are varied instructional methods and interest-based activities which are at the same number, 4 studies, approximately 21% out of the studies (Hidalgo-Camacho et al., 2019; White & Vibulphol, 2020; Sahril et al., 2021; El Khdar et al., 2019), (Dapa, 2017; Taufik, 2016; Suson, 2020; Cholsakorn et al., 2022). Lastly, alternative assessment strategies is approximately 15% out of the studies (Subandiyah et al., 2024; Taufik, 2016; Aliakbari et al., 2014). To sum up, teachers prefer strategies that integrate smoothly into existing lessons, while more resource-demanding forms of differentiation are used more selectively.

RQ 2: How does differentiated reading instruction impact on students reading achievement in EFL classrooms?

Studies show that the implementation of DI in teaching reading has consistently shown positive effects. A majority of studies highlight improvements in reading comprehension, with some also reporting gains in student engagement, motivation, and self-confidence (Azimah & Sujannah, 2024; Hasanah et al., 2023; Jufrianto et al., 2023). The graph below illustrates the impact of DI on students' reading comprehension and other related outcomes.

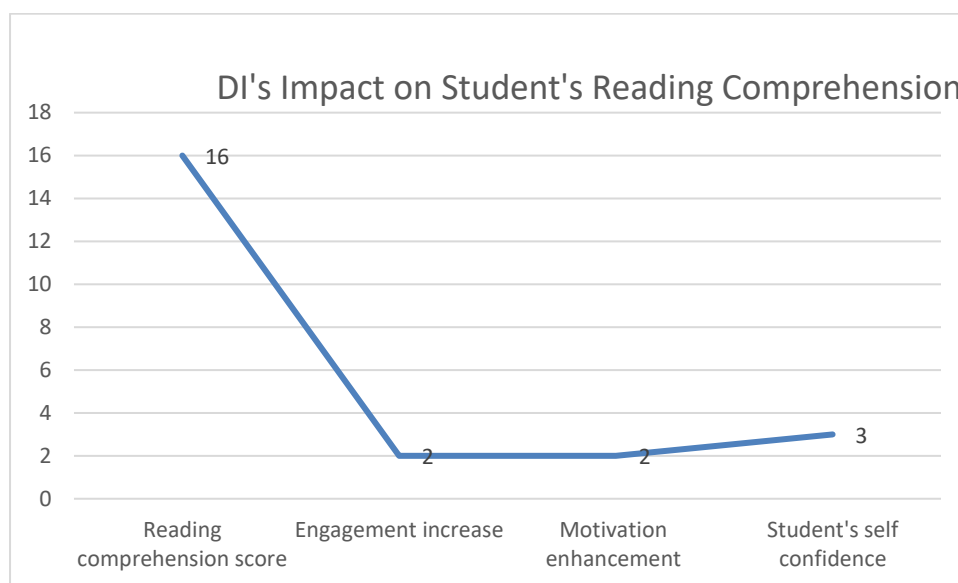


Figure 2. Impact of DI on Students' Reading Comprehension

The graph represents the positive impact of differentiated reading instruction on learners. Figure 2 shows that cognitive improvement has dominantly been achieved at 84% while smaller but notable numbers reach at the same percentage, 10 % namely the increase of students' engagement and motivation, while 15% shows the impact of students' self-confidence. Pre-test and post-test designs are employed in several studies and consistently found that tiered tasks and flexible grouping raise students' literal and inferential comprehension (Azimah & Sujannah, 2024; Hasanah et al., 2023; Jufrianto et al., 2023; Subandiyah et al., 2024; Magableh & Abdullah, 2020, 2021, 2022). The combination of flexible grouping, levelled texts, and visual or think-aloud strategies lead to prominent gains, particularly in critical reading in the tertiary level (Cholsakorn et al., 2022; Hidalgo-Camacho et al., 2019; Febriyanti & Arapah, 2018; Taufik, 2016). Lastly, SEM-Reading and tiered models also contributes at the same gain at primary context (Shaunessy-Dedrick et al., 2015; Aliakbari et al., 2014; Dapa, 2017). At the same time, several studies show that DI reshapes learners' affective experience. Interest-group projects, multimodal supports, and adjusted goals increase enthusiasm, satisfaction, and persistence (El Khdar et al., 2019; Azimah & Sujannah, 2024; Suson, 2020), while varied grouping and tiered tasks enhance confidence, self-efficacy, and willingness to engage with English texts (Sahril et al., 2021; Cholsakorn et al., 2022; White & Vibulphol, 2020). It proves that differentiated reading instruction improves EFL reading achievement to foster more autonomous, confident, and motivated readers.

RQ 3: What challenges do EFL teachers face in implementing differentiated reading instruction?

Although differentiated reading instruction (DI) offers various benefits, its implementation in EFL classrooms often faces several challenges. Time constraints and limited resources are among the primary obstacles, as teachers must design tiered tasks, prepare multiple assessments, and create differentiated materials that align with students' diverse needs (Azimah & Sujannah, 2024; Jufrianto et al., 2023). Moreover, the lack of professional development and challenges related to classroom management further complicate the

effective use of DI strategies (Sadiqi et al., 2021; Subandiyah et al., 2024). The graph below highlights the main challenges reported in the implementation of DI in EFL settings."

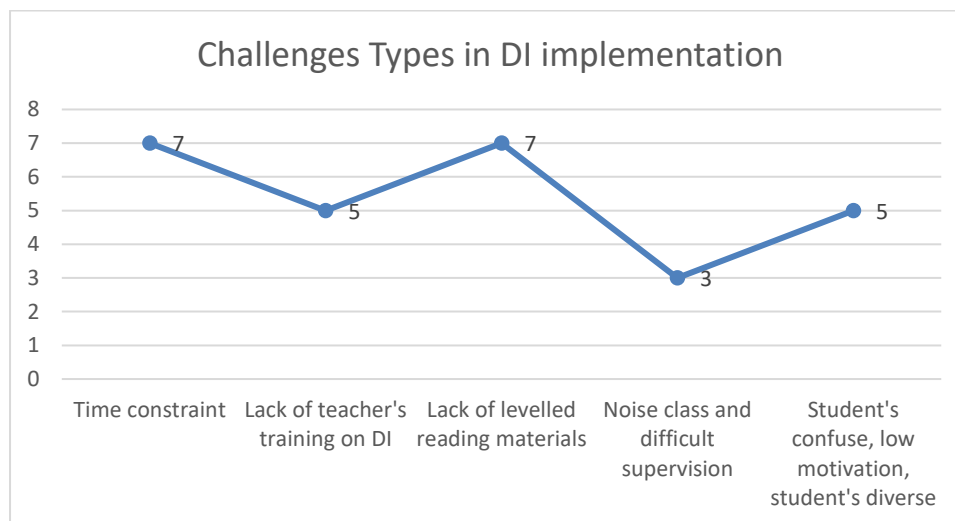


Figure 3. Challenges in DI Implementation

As the figure shows that the main obstacles in implementing differentiated reading instruction are time and materials, that account for 36%. Teachers often have time problems when preparing multiple texts and creating differentiated assessments due to existing workloads (Azimah & Sujannah, 2024; Jufrianto et al., 2023; Sahril et al., 2021; White & Vibulphol, 2020; Magableh & Abdullah, 2021). The studies indicate that the availability of graded or engaging reading materials is limited; many curricula offer few levelled texts or rely on outdated passages, forcing teachers to construct their own resources (White & Vibulphol, 2020; Suson, 2020; El Khdar et al., 2019; Hidalgo-Camacho et al., 2019; Magableh & Abdullah, 2020; Dapa, 2017).

Further challenges arise from the insufficient of professional training on DI, classroom management, and learner's motivation factors at 26%. Some studies depict that teachers often lack formal training, such as how to tier the content, process, and product (Shaunessy-Dedrick et al., 2015; Magableh & Abdullah, 2022; Dapa, 2017). Besides, although flexible grouping becomes one of favorite DI strategies, it leads to noisy class and difficult supervision for teachers particularly when it is applied in big classes (Jufrianto et al., 2023; Magableh & Abdullah, 2021). Other challenge arises on the teacher's challenge in determining the student's readiness level and preferences accurately and also learners feel confused when given different tasks or text different from their peers (Sahril et al., 2021; Subandiyah et al., 2024; Potot et al., 2023; Aliakbari et al., 2014). Overall, these findings indicate that the features that make DI powerful multiple tasks, varied materials, flexible grouping, also increase its complexity. Sustained implementation therefore requires systemic support, including accessible banks of levelled texts, DI-focused teacher education, and school policies that legitimize differentiated practice rather than leaving it to individual teachers' personal effort.

DISCUSSIONS

DI differs across educational levels. In depth-analysis it indicates that education levels are implemented differently across the primary, secondary, and tertiary EFL contexts. Content differentiation such as simplified the texts, SEM-Reading models, and tiered materials become the dominant strategies that implemented in primary level (Magableh & Abdullah,

2020; Dapa, 2017; Shaunessy-Dedrick et al., 2015; Aliakbari et al., 2014). At this level, DI is often embedded in schoolwide initiatives and is closely tied to early reading skills and decoding. Meanwhile, in secondary level, teachers emphasize on the strategies of tiered assignments and flexible grouping to adjust task difficulty while still aligning with test-oriented curricula to overcome stronger examination pressure (Azimah & Sujannah, 2024; Hasanah et al., 2023; Jufrianto et al., 2023; Magableh & Abdullah, 2020, 2021, 2022; White & Vibulphol, 2020; El Khdar et al., 2019). Lastly, in tertiary contexts, DI is more frequently used to promote critical reading, independence, and confidence, often through combinations of flexible grouping, visual/think-aloud modelling, and interest-based activities (Hidalgo-Camacho et al., 2019; Febriyanti & Arapah, 2018; Cholsakorn et al., 2022; Suson, 2020; Sahril et al., 2021).

To sum up, the difference of strategies shows that DI is not a one-size-fits-all approach rather it is shaped by curricular demands, assessment regimes, and the development of learner's needs at each level. Primary teachers prioritize access and decoding, secondary teachers balance differentiation with exam preparation, and university teachers use DI to cultivate higher-order comprehension and self-efficacy. Therefore it is suggested that DI guidelines should be promoted and familiarized to the teachers by the policy maker in this case education government. For instances, teachers' training for primary levels focus on DI strategies that teach students' vocabulary and phonics scaffolds and simple tiered comprehension questions. At secondary level, the professional development could be about how to tier tasks with exam genres such as narrative, expository, argumentative texts. Finally, in tertiary level, lecturers are suggested to implement DI into academic reading and EAP courses, using interest-based projects, multimodal texts and reflective assessment to strengthen learner's critical literacy. In short, Differentiated reading instruction will be more feasible if schools and universities are able to facilitate students' different learning needs in content, process, and production rather than a single model.

Another insight is that multi-strategy packages are more powerful than single techniques. Based on the findings that DI will be more effective when it is implemented as a package of complementary strategies instead of an isolated one. The findings indicate that combined strategies such as tiered tasks with flexible grouping, adapted materials, and sometimes alternative assessment give powerful impact in increasing reading scores and movement of learners into higher achievement (Azimah & Sujannah, 2024; Jufrianto et al., 2023; Subandiyah et al., 2024; Taufik, 2016; White & Vibulphol, 2020). The integration of the strategies refer to the readiness through tiering and adjusting the text level, process by grouping based on interest and learning preferences and also varying the methods, and lastly on product by giving differentiated tasks or assessments respectively. Programme-level models such as SEM-Reading similarly blend enrichment activities, flexible grouping, and varied materials, producing robust improvements in comprehension (Shaunessy-Dedrick et al., 2015).

In contrast, the studies demonstrate that one main DI strategy, for instance interest-based group or goal adjustment tend to show more modest effects such as higher engagement or satisfaction but lest emphasis on large test-score gain (El Khdar et al., 2019; Suson, 2020). However, it is noted that single strategy does not mean ineffective rather it is suggested to synergy with other strategies matters. When teachers coordinate how texts, tasks, grouping, and assessment are differentiated, they create a coherent learning environment in which support and challenge are aligned.

Thus it is advisable for schools to encourage the teachers to collaborate DI strategies in units to get more effective impact on students. Teacher communities can support them in designing such collaborative lesson study to integrate several DI strategies into an integrated package. The implementation of collaborative strategies can be designed in phases, for instance, starting with two tiers of tasks combined with flexible groups and then gradually adding another element such as interest-based options or formative quizzes.

A closer analysis at the findings, it reveals that types of DI strategies and outcomes have a meaningful relationship. Tiered assignments and flexible grouping are mostly linked to improved achievement particularly in reading comprehension on literal and inferential comprehension using experimental or quasi-experimental designs (Hasanah et al., 2023; Potot et al., 2023; Magableh & Abdullah, 2020, 2021, 2022; Aliakbari et al., 2014). The strategies align with the test formats that have direct impact on reading scores. On contrast, the strategies that focus on interest-based like interest-group projects, modality such as visual or think-aloud modelling, and learner choice (learning contract) are mostly associated with gains in engagement, confidence, anxiety reduction and decisive attitudes (Hidalgo-Camacho et al., 2019; White & Vibulphol, 2020; El Khdar et al., 2019; Sahril et al., 2021; Cholsakorn et al., 2022; Suson, 2020).

Seeing that different strategies yield distinct impact profiles, this pattern suggests that teachers must carefully design appropriate DI strategies depend on the learning goals. Readiness strategies like tiering texts and grouping drive cognitive outcomes while interest- and modality-oriented strategies tend to drive affective outcomes. In contexts where examination results are paramount, schools may prioritise tiered tasks and grouping; in contexts where reading motivation is low or where anxiety is a major barrier, interest-based and multimodal DI may be emphasized.

Finally, it is recommended that teachers align the strategy with the learning objectives. If the short-term goal is exam preparation, classes might focus on tiered reading tasks targeted at question types found in national tests, combined with strategic grouping for remediation and extension. Meanwhile, when the purpose of learning is to build students' motivation, designing interest-based projects, multimodal texts, or learning contracts to nurture long-term engagement with reading. It means that in the teacher training, the policy makers give not only how to design DI strategies but also help teachers to decide which strategy is appropriate for certain objectives to balance both cognitive and affective aspects.

Despite several advantages of differentiated reading instruction, a range of challenges are frequently encountered. As revealed in studies, flexible grouping and interest-based activities affect classroom management issues. Furthermore, classroom noise arises together with supervision difficulties and confusion because of different texts given to the students (Sahril et al., 2021; Jufrianto et al., 2023; Magableh & Abdullah, 2022). Other challenges when implementing DI strategies of tiered tasks and alternative assessments are time and material restrictions, since teachers must create several types of levelled texts and assessments (Azimah & Sujannah, 2024; White & Vibulphol, 2020; Taufik, 2016; Aliakbari et al., 2014) while when implementing SEM-Reading, teachers need particular training and support (Shaunessy-Dedrick et al., 2015; Dapa, 2017; El Khdar et al., 2019).

After analyzing the challenges that arise are linked to the strategies that DI powerful. Tiering of tasks and texts, varied materials, and flexible grouping increase complexity and overload in the teachers' work. Therefore, teachers prefer partial DI or the traditional method. Then, so that DI strategies are realised, support must come up with teachers' creativity by considering the school situation and conditions.

It is recommended that educational authorities and school leaders support the teachers by scaffolding for DI training. Providing levelled texts and tiered comprehension questions that align with the curriculum would be helpful for teachers to support DI implementation in the class. Another support could be embodied through the collaborative meetings periodically starting from the smallest community, such as English language subject teachers. The scheduled collaborative planning time is highly recommended so teachers can design and share DI lesson packages and ongoing professional development focused on practical classroom management routines for flexible grouping and multi-tasking environments.

CONCLUSION

The systematic literature review highlights the effectiveness of Differentiated Reading Instruction (DRI) in EFL classrooms, particularly in improving reading comprehension, engagement, and self-efficacy. Based on the findings, it indicates that tiered assignments and flexible grouping have demonstrated notable success in addressing diverse student needs. Although the effectiveness of DRI has a clear impact on reading results, challenges such as time constraints, lack of resources, and insufficient professional development persist, limiting the widespread adoption of DRI. Therefore, the study suggests several practices to overcome the challenges. The teacher training program on DI emphasizes practical applications, and teaching resources would become the main points to realize. Finally, schools should consider systemic support, such as providing leveled texts and facilitating collaboration among educators to design integrated DI lesson plans. Further research is also needed to explore the full impact of DRI on other language skills and to develop strategies to overcome the identified challenges.

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