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| RESEARCH ARTICLE

Unraveling the Efficacy of Differentiated Instruction in Enhancing Second Language Acquisition: A Comprehensive Review and Future Directions

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| ABSTRACT

"The art of being taught is the art of discovery, as the art of teaching is the art of assisting discovery." as famously quoted by Mark Van Doren in his 1943 book *Liberal Education*, reflects the philosophy of Differentiated Instruction (DI), an approach designed to respond to students' diverse learning needs, interests, abilities, and levels of readiness. As classrooms become increasingly diverse and multilingual, the need for effective approaches to second language (L2) instruction has become more important. This comprehensive review examines the role of DI in second language acquisition (SLA) and explores how differentiation can be integrated into L2 instruction through adjustments in content, process, product, and the learning environment. The review also examines empirical evidence on the benefits, challenges, and practical use of DI in language classrooms. Findings from the reviewed literature suggest that DI has the potential to improve L2 achievement and reading comprehension while also supporting learner motivation, engagement, self-efficacy, autonomy, and inclusive participation. At the same time, the literature identifies challenges related to planning and time demands, learner preparation, and the need for appropriate instructional support. These findings suggest that successful implementation of DI requires careful planning, continuous assessment, flexible teaching practices, and professional development for language teachers. The review further recommends more empirical and longitudinal research across different L2 contexts, learner populations, and language skills to better understand the long-term effects of DI on second language development. Overall, DI appears to be a promising approach for addressing learner diversity and supporting more responsive and inclusive L2 instruction.

| KEYWORDS

Differentiated Instruction, Second Language Acquisition, Language Development, Individual Differences, Multicultural Classroom, Teaching Strategies

| ARTICLE INFORMATION

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1. Introduction

Language is a central tool for communication, social interaction, and cultural understanding. The ability to master a second language (L2) is not only an asset but also a necessity in today's globalized world. Consequently, Second Language Acquisition (SLA) has received considerable attention from researchers and educators seeking effective strategies to improve language learning. Tomlinson et al. (2003) argue that responding effectively to academically diverse learners has become an increasingly important responsibility for teachers. Growing student heterogeneity, the inclusion of students with special educational needs in general classrooms, reduced opportunities for gifted learners to receive instruction outside the regular classroom, and increasing cultural diversity have created classrooms with a wide range of learning needs, abilities, and backgrounds. Similarly, Subban (2006) notes that educational authorities, teachers, and school administrators are seeking strategies that respond to increasingly diverse classrooms. This is especially relevant in L2 classrooms, where students often differ in language proficiency, prior knowledge, learning pace, and cultural experiences. One approach that addresses this diversity is differentiated instruction (DI). DI is a pedagogical approach that adapts teaching and learning to meet learners' different needs, abilities, and interests (Tomlinson,

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2001). Unlike the traditional "one-size-fits-all" approach, DI provides flexible ways for students to engage with content and demonstrate learning. Rahimi et al. (2019) emphasize that teachers often use the same teaching method for students with different needs, while only a few adapt their lessons to address these differences. Gregory and Chapman (2012) also explain that students differ in their abilities, experiences, interests, preferences, and learning needs. Teachers should therefore adapt instruction while helping students work toward common learning goals.

Tomlinson (2001) further explains that differentiated instruction is proactive and student-centered. Teachers plan multiple ways for learners to engage with content and demonstrate learning, rather than waiting until students struggle. Although individual adjustments may still be necessary, planning varied learning options increases the likelihood that instruction will meet a range of learner needs. DI also encourages students to take greater responsibility for their own learning and growth. Second language learning is a complex process. Mitchell et al. (2019) explain that learners may develop practical understandings of activities that support L2 learning, but the pace and ease of acquisition vary widely. Language classrooms also include learners with different proficiency levels, making it difficult for teachers to design instruction that addresses all learners effectively. Because language learning requires considerable effort, maintaining motivation is also important (Nation, 2014). At the same time, teachers must respond to learner diversity while improving educational outcomes (Rock et al., 2008). DI provides a way to address these challenges through tailored learning experiences. Levy (2008) explains that differentiated instruction can help teachers support students with different abilities, learning styles, and personalities while helping them meet established standards. Although DI has been used in various educational contexts, its potential and application in SLA remain underexplored. The literature on DI in SLA is still limited, with few studies examining its effectiveness and classroom application. Therefore, the purpose of this review is to examine the concept and theoretical foundations of differentiated instruction, explore how DI has been applied in L2 learning contexts, and review available empirical evidence on its role in supporting second language acquisition. The review also aims to identify practical implications for language teachers and highlight areas that require further research. By bringing together the existing literature, this paper seeks to provide a clearer understanding of the potential of DI to address the diverse needs of L2 learners in multicultural and mixed-ability classrooms.

2. Methodology

This paper employed a comprehensive literature review to examine differentiated instruction (DI) in second language acquisition (SLA). Electronic databases, including Google Scholar, JSTOR, ERIC, and EBSCOhost, were searched for relevant English-language literature on DI and second language learning. The review included empirical studies, books, reports, and literature reviews that addressed DI, its application in language learning, and its relationship with language proficiency or achievement. Literature that focused primarily on other pedagogical approaches or did not align with the focus of the review was excluded. Relevant literature was examined to identify the instructional strategies used, language-learning contexts, and major findings related to DI. A narrative approach was used to organize and synthesize recurring themes and trends across the literature. The review provides an overview of existing research on DI in SLA, highlighting its potential benefits for L2 learning and its implications for second language teaching.

3. Literature Review

3.1. The Concept of Differentiated Instruction (DI)

Heacox (2012) defines differentiated instruction (DI) as "a constructivist approach to alternative instruction that changes the pace, level, or kind of instruction provided in response to individual learner's needs, styles, or interests" (p. 5). DI considers what students already know, what they still need to learn, and how they learn most effectively. It also provides different ways for students to demonstrate their understanding based on their strengths and interests. Importantly, differentiation can be used within standards-based curricula and in settings where student achievement is measured through standardized assessments. According to Heacox (2012), differentiated instruction should be rigorous, relevant, flexible and varied, and complex. First, DI should be rigorous by maintaining high expectations while providing an appropriate level of challenge for each learner. Learning tasks should encourage growth without being too easy or too difficult. Second, DI should be relevant by focusing on meaningful knowledge and skills that are connected to important learning goals. It should not simply involve giving students more work or activities that are unrelated to the intended outcomes. Third, DI should be flexible and varied by providing different ways for students to learn and demonstrate their understanding. Students may work independently, with partners, or in groups and may have choices in how they approach a task. Students should be given meaningful opportunities to think critically and explore concepts in greater depth (Heacox, 2012). Similarly, Tomlinson (2001) describes differentiated instruction as a flexible approach that gives students different ways to access information, make sense of ideas, and demonstrate what they have learned. Tomlinson also describes DI as organic, proactive, and student-centered. It is organic because teachers continually learn about their students and adjust instruction as their needs become clearer. It is proactive because teachers anticipate learner differences and plan different learning opportunities before difficulties arise. DI is also student-centered because it recognizes that learning is more effective when students find it engaging, relevant, and meaningful. Teachers therefore support students in becoming increasingly responsible for their own

learning (Tomlinson, 2001). Tomlinson (2001, 2017) highlights four key elements of differentiation: content, process, product, and the learning environment. These elements allow teachers to respond to differences in students' readiness, interests, and learning profiles.

3.2. Differentiating Content

Content refers to what students are expected to learn and the materials through which they access that learning. According to Tomlinson (2001), content can be differentiated by changing what students learn or by changing how they gain access to the material. These adjustments can be based on students' readiness, interests, learning profiles, or a combination of these factors. Differentiating content according to readiness means matching learning materials with students' current levels of knowledge and understanding. For example, L2 learners at different proficiency levels may receive reading texts with different levels of language complexity while working toward the same learning goal. Interest-based differentiation connects learning materials with topics that students find meaningful or engaging. For example, L2 learners may read or discuss different topics based on their interests while practicing the same language skill. Learning-profile differentiation provides students with different ways to access information. In an L2 classroom, this may include written, visual, or audio materials that allow learners to engage with the content in different ways. Tomlinson and Imbeau (2010) explain that teachers in differentiated classrooms need to plan, monitor, and modify instruction to support students' learning. This requires teachers to consider differences in readiness, interest, and learning profile during lesson planning. Teachers may also provide mini-workshops for particular students or groups to address gaps in knowledge or deepen understanding (Bidari, 2021). Content differentiation therefore involves adjusting learning materials and access to those materials so that students can engage with important learning goals at an appropriate level.

3.3. Differentiating Process

While content focuses on what students learn, process focuses on how students make sense of what they learn. Tomlinson (2001) explains that students need opportunities to work with new ideas, information, and skills before these become part of their understanding. They may analyze information, apply ideas, ask questions, or solve problems as part of this process. Like content, process can be differentiated according to readiness, interest, and learning profile. Differentiating process according to readiness involves matching the complexity of a learning task with the student's current level of understanding and skill. Differentiation according to interest allows students to connect learning activities with topics that are meaningful to them. Differentiation according to learning profile provides different ways for students to engage with and make sense of new information (Tomlinson, 2001). Thus, process differentiation allows students to work toward similar learning goals through activities that are appropriate for their individual learning needs.

3.4. Differentiating Products

While process focuses on how students develop understanding, product differentiation focuses on how students demonstrate what they have learned. Tomlinson (2001) explains that products allow students to apply, extend, and demonstrate their knowledge and skills after a period of learning. Products may be completed individually or collaboratively and can provide students with a sense of ownership over their learning. Well-designed product assignments can also serve as meaningful forms of assessment because students may demonstrate their knowledge and understanding in different ways. In a differentiated classroom, teachers may therefore use product assignments alongside traditional tests to provide students with different opportunities to demonstrate learning (Tomlinson, 2001). However, product tasks should still be challenging and should require students to apply their knowledge and skills. Teachers can provide appropriate scaffolding throughout the task to help students reach the expected learning goals. For example, they may support students through brainstorming, guidance, and feedback as they develop their products. Bidari (2021) also reported that providing different ways for students to demonstrate their understanding can support motivation and performance.

3.5. Learning Environment Differentiation

In addition to content, process, and product, the learning environment is an important element of differentiated instruction. Tomlinson (2001) explains that the classroom environment can strongly influence students and the learning that takes place. A differentiated classroom should therefore develop a supportive community in which students feel welcomed, respected, and valued. A positive learning environment also requires both physical and emotional safety. Students should feel comfortable asking for help, admitting when they do not understand, expressing ideas, and taking learning risks without fear of embarrassment (Tomlinson, 2001). Mutual respect and acceptance are therefore important because students bring different cultures, languages, abilities, personalities, and learning experiences into the classroom (Tomlinson, 2001). The learning environment is particularly important because differentiation requires teachers to respond to students' different levels of readiness, interests, and learning profiles. Melesse and Belay (2022) emphasize the importance of both the physical and psychological classroom environment in differentiated instruction. Similarly, Stepanek (1999) contends that differentiation is most effective in a flexible and supportive learning environment that includes both the physical setting and the classroom climate. Such an environment encourages responsibility and autonomy while recognizing students' different needs and strengths. Therefore, an

effective differentiated learning environment is based on safety, acceptance, respect, and care. By recognizing students' abilities and experiences, teachers can create a classroom in which learners feel supported and valued. Such an environment provides an important foundation for differentiated instruction and allows students with different learning needs to participate meaningfully in the L2 learning process.

3.6. Differentiated Instruction and L2 Development

Several studies have examined the role of differentiated instruction in supporting language learning and academic achievement. Earlier evidence from Reis et al. (2011) showed that differentiated instruction, combined with reading enrichment activities, can support reading development. Their study examined the effects of a differentiated reading program on students' reading comprehension and fluency compared with regular reading instruction. The program included high-interest, self-selected books that were above students' independent reading levels. The findings showed improvements in reading fluency and comprehension among some students, suggesting that differentiated learning opportunities can support reading development. In an L2 context, Ismail (2019) examined the use of differentiated instruction in teaching writing to 39 undergraduate students enrolled in a compulsory English course at the University of Karachi, Pakistan. The intervention was implemented for four weeks and combined differentiated instruction with a process approach to writing. Data were collected through students' work samples, anonymous feedback, and a teacher-researcher diary. The findings showed that implementing DI required careful planning, time, and continuous reflection. However, combining differentiated instruction with the writing process made learning more visible and provided students with different ways to develop their writing.

Similarly, Yavuz (2020) investigated the effects of differentiated instruction on Turkish students' L2 achievement and explored both learner and teacher perceptions of DI. The study was conducted at a private high school in Istanbul, Turkey, using two intact classes. The control group consisted of 14 students who received traditional instruction, while the DI group consisted of eight students who received differentiated instruction. The intervention was based on constructivism, multiple intelligences theory, and Tomlinson's differentiated instruction framework. Results from the L2 achievement tests showed that the DI group outperformed the control group in overall L2 achievement. Students also described DI as engaging, enjoyable, instructive, and connected to their interests. However, the teacher identified challenges related to time, student awareness, and the need to prepare learners for differentiated instruction (Yavuz, 2020). Magableh and Abdullah (2020) also examined the effectiveness of differentiated instruction in improving EFL students' reading comprehension in Jordan. The study involved 118 fourth- and fifth-grade students from four schools. Students were divided into experimental and control groups. The experimental groups received differentiated instruction through flexible grouping, tiered instruction, and tiered assignments across content, process, and product, while the control groups received a one-size-fits-all approach. The findings showed that students who received differentiated instruction performed significantly better in reading comprehension than those in the control groups. These findings suggest that adjusting instruction to students' different learning needs can support L2 reading development.

More recent research has examined the effects of DI beyond language achievement. Sapan and Mede (2022) investigated differentiated instruction among 24 eighth-grade English learners in Istanbul, Turkey, using achievement tests, a motivation questionnaire, a learner autonomy scale, student interviews, and teacher reflective journals. The findings showed improvements in foreign language achievement, motivation, and learner autonomy. Both students and the teacher also viewed DI as useful for English language learning and teaching. In another context, Grain et al. (2022) examined the effect of differentiated instruction on the English achievement of 200 Level 2 university students in Iraq. Using a quasi-experimental design and pre- and post-tests, the study found that students' achievement under differentiated instruction was not significantly affected by gender. The study also highlighted the need for further research in different educational contexts. Taken together, these studies suggest that differentiated instruction can support several areas of L2 development, including language achievement (Yavuz, 2020; Sapan & Mede, 2022), reading comprehension and fluency (Magableh & Abdullah, 2020; Reis et al., 2011), writing development (Ismail, 2019), and learner motivation and autonomy (Sapan & Mede, 2022). However, effective implementation requires careful planning, sufficient time, and attention to learner needs (Ismail, 2019; Yavuz, 2020). These findings support the use of differentiated instruction as an approach for addressing learner diversity and promoting L2 learning.

4. Benefits of Differentiated Instruction (DI)

The reviewed literature suggests that differentiated instruction (DI) can provide several benefits for second language learning. These benefits include improved language achievement and comprehension, increased motivation and engagement, greater learner autonomy and self-efficacy, and stronger support for diverse learners. DI can also help create a more inclusive learning environment by giving students different ways to access content, participate in classroom activities, and demonstrate what they have learned. However, the literature also identifies challenges related to planning, time, and the implementation of DI. In addition, the available studies provide limited evidence about the long-term effects of DI on second language development.

4.1. Supports L2 Achievement and Comprehension

One important benefit of DI is its potential to support language achievement. Yavuz (2020) found that Turkish L2 learners who received differentiated instruction performed better in overall L2 achievement than students who received traditional instruction. Similarly, Sapan and Mede (2022) reported improvement in foreign language achievement among students who experienced differentiated instruction. These findings suggest that adapting instruction to learners' needs may support their overall language learning. DI may also support specific language skills such as reading comprehension. Magableh and Abdullah (2020) examined EFL learners who received differentiated instruction through flexible grouping, tiered instruction, and tiered assignments in content, process, and product. The students who received differentiated instruction performed significantly better in reading comprehension than those who received a one-size-fits-all approach. Similarly, Cholsakorn and Piamsai (2022) found significant improvement in the reading comprehension of undergraduate English learners who received differentiated reading instruction. These studies provide evidence that adjusting instruction according to learners' proficiency and learning needs can support L2 reading development.

4.2. Supports Motivation, Engagement, Self-Efficacy, and Learner Autonomy

Differentiated instruction may also support important affective aspects of language learning. Sapan and Mede (2022) found that DI improved students' foreign language motivation and learner autonomy. Their findings suggest that differentiated learning opportunities can encourage students to become more involved and responsible for their learning. Yavuz (2020) also found that students described differentiated instruction as engaging, enjoyable, instructive, and related to their interests. These perceptions suggest that adapting instruction to students' interests and needs may encourage greater participation in language-learning activities. Self-efficacy may also benefit from differentiated instruction. Cholsakorn and Piamsai (2022) found significant improvement in both reading comprehension and self-efficacy among undergraduate English learners who received differentiated reading instruction. The improvement was particularly noticeable among lower-proficiency learners. These findings suggest that providing instruction at an appropriate level, together with suitable support, may help learners develop greater confidence in their ability to complete language-learning tasks successfully.

4.3. Supports Inclusive Learning

Differentiated instruction can also support inclusive learning by providing different ways for learners with varied abilities and needs to participate in the same classroom. Celik (2019) examined the use of DI with fifth-grade English language learners and found that adapting content, process, and assessment to students' needs helped create a positive classroom environment. Students became more active and willing to participate when instruction was adjusted to their different learning needs. Similarly, Lawrence-Brown (2004) explains that differentiated instruction can support the inclusion of learners with different abilities, including students with disabilities and gifted learners, in general education classrooms. By adjusting instruction and providing appropriate support, teachers can give diverse learners opportunities to work toward common learning goals. Together, these studies suggest that DI can contribute to a more inclusive classroom by recognizing learner differences and providing meaningful opportunities for participation.

4.4. Addresses Diverse Learning Needs and Provides Flexible Learning Opportunities

Another benefit of DI is its ability to respond to differences among learners. L2 classrooms often include students with different levels of proficiency, readiness, interests, and learning needs. Rather than expecting all students to learn in the same way or at the same pace, DI allows teachers to adjust instruction according to these differences (Tomlinson, 2001). Teachers may adjust the difficulty of learning materials, provide different tasks, use flexible grouping, or offer different ways for students to demonstrate their understanding. For example, Magableh and Abdullah (2020) used flexible grouping, tiered instruction, and tiered assignments to address differences among EFL learners. Their findings showed better reading comprehension outcomes among students who received differentiated instruction. DI also provides learners with different ways to access content, participate in learning activities, and demonstrate what they know. Tomlinson (2001) explains that differentiation can occur through content, process, and product. This flexibility is especially useful in language classrooms because learners may develop language skills at different rates. Some students may require additional support and practice, while others may be ready for more challenging tasks. Providing different learning opportunities allows teachers to respond to these differences while maintaining common learning goals.

5. Differentiated Instruction Strategies

Incorporating differentiated instruction (DI) in the classroom requires planning, flexibility, and an understanding of students' learning needs. Teachers need to recognize differences in students' readiness, interests, language proficiency, and learning profiles and use this information to plan appropriate instruction. The following strategies provide practical ways for teachers to incorporate DI into second language classrooms.

5.1. Understanding Student Readiness and Interests

An important first step in differentiation is understanding students' readiness, interests, and learning profiles. Teachers can use

quizzes, classroom discussions, observations, and self-assessments to identify students' prior knowledge, language proficiency, strengths, and areas that require additional support. Information about students' interests can also help teachers select topics and activities that are meaningful and engaging. Understanding these differences enables teachers to make informed decisions about how instruction should be differentiated (Tomlinson, 2001).

5.2. Differentiating Content, Process, and Product

Once teachers understand their students' needs, they can differentiate content, process, and product. Content differentiation may involve providing materials at different levels of difficulty, using different resources, or adjusting how students access information. For example, L2 learners with different reading proficiency levels may receive texts with different levels of language complexity while working toward the same learning goal. Process differentiation involves varying the activities through which students develop understanding. Teachers may use direct instruction, cooperative learning, group activities, individual tasks, or other approaches based on students' readiness and needs. Flexible grouping can also allow students to work with different classmates depending on the purpose of the activity. Product differentiation provides students with different ways to demonstrate what they have learned. For example, students may write a report, give a presentation, create a poster, or produce a short video. These options allow students to demonstrate their understanding in different ways while working toward common learning goals (Tomlinson, 2001).

5.3. Creating a Supportive Learning Environment

A supportive classroom environment is also important for effective differentiation. Teachers can establish classroom expectations that promote respect, acceptance, and collaboration. Students should feel comfortable asking questions, requesting help, expressing their ideas, and making mistakes as part of the learning process. The physical classroom can also be organized to support different types of learning. For example, teachers may provide spaces for group activities, individual work, and whole-class instruction. Recognizing students' achievements, interests, languages, and cultural backgrounds can also help learners feel valued and included. As discussed earlier, a flexible and supportive learning environment provides an important foundation for differentiated instruction (Stepanek, 1999; Tomlinson, 2001).

5.4. Scaffolding and Culturally Responsive Instruction

Scaffolding is particularly useful when differentiating instruction for second language learners. Baecher (2011) explains that scaffolding can support English language learners by helping them connect new learning with their existing knowledge and gradually develop greater independence. Teachers can activate students' background knowledge before introducing a task, use pair or group activities to provide opportunities for oral language practice, and model a task before asking students to complete it independently. Other forms of support may include key vocabulary, pictures, sentence frames, demonstrations, and reviews of important learning points (Baecher, 2011). Culturally responsive teaching can also support differentiated instruction for language learners. Students enter the classroom with different languages, cultures, experiences, and backgrounds. Baecher (2011) emphasizes the importance of recognizing students' home languages and cultural experiences when planning instruction. Connecting classroom activities with students' backgrounds can make learning more meaningful and help teachers respond to the diversity found in L2 classrooms.

5.5. Continuous Assessment and Adjustment

Differentiation is an ongoing process rather than a one-time activity. Teachers need to monitor students' progress and adjust instruction when necessary. These adjustments may include changing group arrangements, providing additional support, increasing the level of challenge, or modifying learning activities. Formative assessment can help teachers identify students' understanding during instruction. These assessments may include quizzes, classroom questions, observations, or exit tickets. The information collected can help teachers identify learning gaps and determine whether students need additional support or more challenging work. Continuous assessment therefore allows instruction to remain responsive to students' changing learning needs.

5.6. Using Technology and Providing Student Choice

Technology can provide additional opportunities for differentiation. Digital resources can offer learning materials at different levels and provide different ways for students to interact with content and demonstrate their understanding. However, teachers need to consider students' access to technology and their ability to use the selected tools effectively. Providing students with appropriate choices can also support differentiation. Students may be given choices about topics, learning materials, activities, or ways of demonstrating their understanding. For example, a learner may choose between reading a text and viewing related digital material or between writing and presenting a response. Such choices can connect learning with students' interests while maintaining the intended learning objectives.

5.7. Differentiating Homework and Assignments

Homework and classroom assignments can also be differentiated according to students' readiness and learning needs. Teachers may provide different task options, vary the amount of support available, or adjust the level of difficulty. For example, learners who need additional support may receive more guidance and structure, while students who are ready for greater independence may complete more challenging tasks. The purpose is not to establish different learning goals for every student but to provide appropriate pathways toward common goals.

5.8. Providing Ongoing Feedback

Feedback is another important part of differentiated instruction. Regular and constructive feedback can help students understand their progress, recognize their strengths, and identify areas that require improvement. Feedback may be provided through written comments, individual discussions, classroom conferences, or peer feedback. Differentiated instruction does not require teachers to create a separate lesson for every student. Instead, it requires teachers to respond to differences in readiness, interests, proficiency, and learning needs through flexible instructional decisions (Tomlinson, 2001). By differentiating content, process, product, and the learning environment, teachers can provide L2 learners with different opportunities to access instruction, participate in learning activities, and demonstrate their understanding. However, effective implementation requires careful planning, continuous assessment, and adjustment based on student progress.

6. Conclusion and Implications

This comprehensive review examined differentiated instruction and its potential role in second language learning. The reviewed literature suggests that DI can help teachers respond to differences in learners' readiness, interests, proficiency levels, and learning needs. Studies reviewed in this paper reported positive outcomes related to L2 achievement, reading comprehension, motivation, engagement, self-efficacy, and learner autonomy. DI can also support inclusive participation by providing different ways for learners to access content and participate in classroom activities. At the same time, implementing DI can present challenges for teachers. Differentiation requires careful planning, knowledge of individual learners, continuous assessment, and adjustment of instruction. Time and preparation may also make implementation difficult. These challenges suggest that teachers may benefit from professional development that provides practical knowledge and strategies for implementing DI in second language classrooms. The findings also have implications for teacher education and educational practice. Teacher education programs can introduce future teachers to the principles and practices of differentiation, while professional development can provide current teachers with opportunities to strengthen their skills. Schools can also support teachers by providing appropriate learning materials, technology, planning opportunities, and flexibility in instruction. Such support may make it easier for teachers to respond to learner diversity while maintaining common learning goals. Further research is needed to strengthen the evidence on DI in second language learning. Although the reviewed studies report several positive outcomes, many focus on specific language skills, learner groups, or educational settings. More research is needed across different L2 contexts and student populations. Research should also examine challenges that may limit the successful implementation of DI and identify practical ways to address them. For example, future studies could examine how technology can support differentiated instruction, reduce planning demands, and assist teachers in monitoring learner progress. Longitudinal research is also needed to examine the effects of DI over longer periods of language learning. Such research could provide a clearer understanding of whether the reported improvements in achievement, comprehension, motivation, self-efficacy, and autonomy continue over time.

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