DIFFERENTIATED INSTRUCTION
IN THE ENGLISH READING CLASSES: A LITERATURE REVIEW

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https://doi.org/10.24071/lltc.2023.07
received 23 November 2023; accepted 15 January 2024

Abstract
Differentiated instruction is a teaching strategy incorporating contents and approaches to accommodate students' range of needs and skill levels while fostering collaborative learning. The goal of this study is to offer a thorough understanding of how differentiated teaching is implemented and assessed in reading classes. This literature review includes the theoretical foundations of differentiated instruction, its application in English reading classes, and its assessment model. It reviews the studies on differentiated instruction in reading classes in the last nine years (2013-2022). Nine publications from ScienceDirect, ERIC, Taylor & Francis, and Sage were extracted. The results demonstrated that a few strategies and forms of assessment greatly enhanced the application of individualized instruction in reading classes. This paper calls for further studies on implementing differentiated instruction in English reading classes.

Keywords: collaborative learning, differentiated instruction, reading skills

Introduction
        EFL Students come from different cultures and social backgrounds and have different abilities in using languages. This diversity is an important asset that can be used to help the next generation reach its greatest potential (Hasanah et al., 2022). Therefore, students need to meet learning that is suitable for their needs. In the contexts of education in general and learning in more specific, the launching of *Kurikulum Merdeka* in 2022 showed that Indonesian education should move forward to cater to students with a proper approach to guide them in reaching the predetermined objectives. This approach is popularly called differentiated instruction. Since students learn English as a foreign language at different levels and with different learning styles and cultural backgrounds, differentiated instruction is especially important in EFL classrooms.
        Differentiated instruction is considered a pivotal approach to be implemented in the classroom. In this context, teachers should realize that students have different abilities, interests, and needs in the process of learning. Accordingly, educating a diverse group of students in the same classroom presents a challenge for teachers who wish to address the individual differences among the students (Kotob & Abadi, 2019). When using a one-size-fits-all approach, the teachers will not be able to manage the diversity of their pupils and all levels of

ability in the same classroom; hence, it must be dropped (Tomlinson & Imbeau, 2010). Tomlinson (2014), furthermore, accentuates that the traditional approach fails to meet the academic needs of individual students since it solely attends to the needs of the class as a whole. It means that differentiated instruction is a more effective teaching method that allows the teachers to develop their teaching materials relevant to students' interests and preferences. If they can do this, they can assist their students in achieving greater academic success by putting differentiated instruction into practice (Ismail, 2019; Rafi & Pourdana, 2023). This method entails adapting the materials and delivery style to the various learning requirements of the students (Tomlinson, 2003). In line with Ismail and Rafi & Pradana, Tomlinson (2014) emphasizes that differentiated instruction can increase motivation and student involvement during the teaching-learning processes, which can also improve academic achievement and performance even more.

The implementation of differentiated instruction is essential to be conducted, especially in reading classes forasmuch as the students have different reading abilities, interests, and enjoyment in reading. To do so, the teachers are required to provide the students with various learning materials, for example, different types of texts and their complexity. They ought to elaborate on certain assessments that are proper for some levels.

At schools, nevertheless, most of the teachers tend to use the same texts for all students without considering the difficulty levels suitable for each individual. Taking these facts into account, the researcher observed the English teaching-learning processes and found that some students with low ability in reading faced difficulty in understanding the texts compared to those with high ability. This fact is one of the proofs that the one-size-fits-all approach is not suitable anymore for students having different needs in a class, and it implicitly shows the urgency to have tailored learning in all classes embracing reading classes.

However, most teachers have not implemented differentiated instruction yet in the classroom owing to some obstacles they face. A few of these obstacles include a curriculum that is highly standardized and frequently compels teachers to concentrate on it rather than the unique needs of each student (Grecu, 2023; Tomlinson, 2000), as well as an unsupportive school administration and a lack of resources (Gibbs, 2023; Holloway, 2000; Jager, 2016). The adoption of differentiated instruction is further hampered by teachers' personal teaching philosophies, a lack of knowledge and experience, and inadequate training (Suprayogi et al., 2017; Wan, 2016). A lack of knowledge and experience leads teachers to use a one-size-fits-all approach in the learning processes which may burden students in the classroom.

Some studies on the implementation of differentiated instruction have been conducted (Altin & Saracaloğlu, 2018; Forster, Kawohl, & Souvignier, 2018; Ibrahim & Amelia, 2020; Stavroula, 2015; Yousefi & Bonyadi, 2016). These studies focused on the use of differentiated instruction specifically in the reading class contexts. They divided the class into two groups, i.e., experimental and control groups. The results showed that varied instruction positively impacted students' views on learning English and their reading comprehension ability. The researchers acknowledge that the use of tailored instruction in the reading classes has positive impacts on the students and it is in line with its concept and goal.

The researchers expect that the current study's findings will contribute genuine and trustworthy data to the body of knowledge by drawing on the results of previous studies and the literature on differentiated instruction. This paper attempts to provide some information related to the previous studies on the implementation of differentiated instruction in reading classes to provide a valuable review for the next research studies.

Literature Review
The concept of differentiated instruction

Since students have different levels of skill, the teachers should be ready to accommodate those differences. It can be done by developing or designing some types of learning materials that are suitable for their levels. About this issue, Heacox (2018) claims that distinctive instruction provides a variety of methods that help students who are just starting to practice making instructional judgments by providing them with direction and support. Differentiated teaching, as opposed to one-size-fits-all, allows teachers to provide a range of ways to understand, obtain, and apply information, and to prepare strategically to meet individual needs where they are (Bondie, Dahnke, & Zusho, 2019).

Teachers must modify the learning materials to guide the students in meeting their needs in learning in the classroom. The students' needs in this instruction refer to the areas of content, process, product, and learning environment in terms of differentiated learning based on their readiness, interests, and learning profiles (Tomlinson & Moon, 2013). The first component, content, refers to the materials that students learn. It also deals with how the students can access the materials well. The materials are designed by considering the student's uniqueness. The second component, process, refers to how students comprehend the materials. Teachers differentiate their instruction to give a chance to the students to learn in different ways based on their learning styles. The third component, product, deals with the result that students produce after comprehending the materials. Teachers can provide the students with several options to choose from related to a particular project they enjoy the most. The last component, the learning environment, has to do with the physical and emotional vibes where the learning takes place. Teachers design their classroom setting by considering the various requirements of students. The components are shown in the following figure.
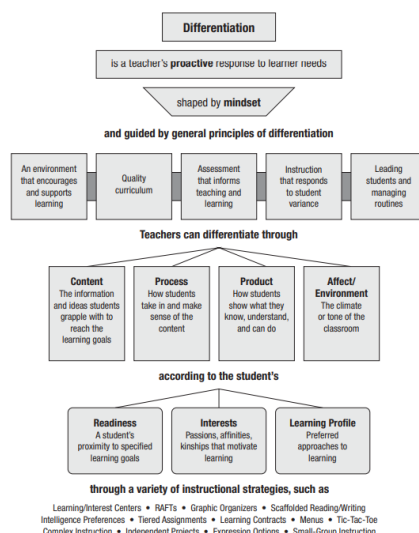
Figure 1. Key elements of effective differentiated instruction
(Tomlinson & Moon, 2013)

Students must acquire the necessary content in addition to important ideas, abilities, and principles. To address the varied requirements of their pupils, teachers should adapt the contents by modifying the level of complexity through a variety of instructional approaches (Anstee, 2014). Under the former curriculum, each student was treated as the center of learning; however, in *Kurikulum Merdeka* each individual is given more attention. Therefore, the instruction should be designed to be more varied and tailored to each student's interests and talents (Usman et al., 2022). It means that one type of material does not fit all students in the classroom. Students are not at the same level in learning ability. In this respect, teachers have to create materials based on the level of difficulty and complexity suitable for each member of the class.

More specifically, tailored instruction should fulfill several criteria. First, the different competency levels, interests, learning styles, and tactics of students all affect how appropriate the learning materials are. Second, a variety of learning styles and study speeds are possible since the learning process, which includes the improvement of information and abilities, is predicated on students' initial learning profiles. Third, the outcome of education strongly relates to summative assessment, and it also validates diversity and options in terms of how learning results are presented. Fourth, engagement, cooperation, and communication between students and teachers are crucial to meeting the diverse affective needs of students because these social interactions foster dynamic, sympathetic relationships as well as a supporting learning community. The last, inclusive physical and social learning environments are essential and tolerant of individuals with varying inclinations and behavioral habits.

Reading and viewing

Several EFL students find it difficult to comprehend what they read in reading classes. Learning to read comprehension is a difficult endeavor for non-native English speakers of the language (Kassem, 2020). This fact also occurs in

the Indonesian contexts related to teaching English as a foreign language (TEFL) in general, especially that in secondary schools.

The TEFL in Indonesia seems to be a fortune as The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched and introduced *Kurikulum Merdeka* in 2022 which addresses relatively new issues in the national educational system. It highlights the key competencies that students must acquire. "Reading and viewing" comprehension is one of them. Reading comprehension is the end objective and should be viewed as a language skill in and of itself. These procedures are intricate and multifaceted inasmuch as reading is often understood to involve deciphering written words, phrases, paragraphs, or entire documents for meaning.

The primary focus of "viewing," in contrast to reading, is the viewer's endeavor to make sense of the materials. Furthermore, to absorb and retain the materials, readers and viewers alike must engage in strategic thinking as the reading and viewing processes develop (Stoller & Komiyama, 2013). This is because readers and viewers are different from one another in a wide range of aspects, such as their reading and viewing attitudes, socioeconomic backgrounds, life experiences, linguistic proficiency, reading competencies, levels of metacognition, and knowledge of society and the outside world. Distinct readers and viewers have distinct features, thus when teachers prepare lessons for reading and viewing education, they must take this diversity into account. Teachers need to create reading materials that are suitable for students' interests since they have different levels of reading ability. In addition, teachers have to use appropriate teaching guidelines to help them reach their goals. Therefore, it is suggested that teachers should follow the ten instructional guidelines to enhance students' reading and viewing comprehension (Grabe, 2009). The researchers also reinterpret the rationale for practice regarding pedagogical attention.

Table 1. Ten pedagogical principles for teaching reading and viewing

Pedagogical attention	Rationale for practice
1. Ensure word recognition fluency	Students can use it to pronounce words they see and learn their semantic meanings.
2. Emphasize vocabulary learning	This can be achieved by establishing a setting that is rich in language and a context that is favorable to learning.
3. Activate background knowledge	It is used to assist students in activating their prior knowledge and schemas, to design brainstorming, and to share exercises.
4. Ensure language knowledge and comprehension skills	Students can build good reading skills by being taught how to properly acquire language principles.
5. Teach text structures and discourse organization	There are diverse organizing styles among text types. Students can more easily understand what they read and see if they are taught about the text structure and discourse information.
6. Promote strategic readers	Readers can address difficulties throughout the reading or viewing process by employing strategies like summarizing, clarifying, forecasting, picturing, creating questions,

Pedagogical attention	Rationale for practice
	drawing conclusions, drawing on prior knowledge, monitoring, and assessing.
7. Build reading fluency and reading rate	Effective use of syntactic structures, automaticity and accuracy of word identification, and processing speed over long texts are all important considerations for teachers in the classroom.
8. Promote extensive reading	To help children achieve high levels of reading and watching competency, teachers should create lengthy reading and viewing assignments and encourage them to participate for enjoyment.
9. Develop intrinsic motivation for reading	Students need to be guided in this area of inquiry by their teachers, e.g., by utilizing K-W-L as demonstrated in the next section.
10. Plan a coherent curriculum for student learning	The secret to any foreign language reading curriculum's success is having well-written reading or viewing texts or well-chosen reading or viewing materials.

Table 2. Techniques for teaching comprehension-based reading and viewing

Techniques	Lesson Flow		
	Pre	During	Post
Schema activation or provision			
Predicting and anticipating			
Previewing			
Scanning			
Skimming			
Reading and linking			
Viewing and Connecting			
Monitoring comprehension			
Inferencing			
Text-mapping			
Summarizing			
Retelling			
Acting and performing the text			
Note-taking			
Paraphrasing			
Perspective-taking			

Table 2 shows the techniques for teaching reading and viewing. By conducting those techniques, the students can position themselves in certain techniques they are good at. Therefore, it will be helpful for students to comprehend the text by considering the time-consuming.

Table 3. The use of a K-W-L chart in teaching reading and viewing
(According to Ogle, 1986)

K	W	L
What I know	What I want to know	What I learned

After students receive the materials to be read, the instructors/teachers can start their teaching activity with K (what I already know). This can usually be done as a pre-reading exercise and generates a lot of helpful concepts, vocabulary

words, and important issues that students may already be aware of. Next, the teachers proceed to W, or what I want to know, as the following step. Pupils may be invited to make use of the range of reading and viewing techniques shown in Table 2. These kinds of activities can be done alone, in couples, in other configurations, or clusters and then sufficient time is given to the students to complete reading the materials. L (what is learned) is the following immediate step.

Method

Examining this content requires four steps. The review was done by the researchers in four stages, i.e., carrying out, analyzing, and writing the review. The authors of this procedure are Liberati et al. (2009), Tranfield et al. (2003), and Wong et al. (2013).

To complete this review of the literature, papers in this area from the years 2013 to 2022 were examined. The journals from which they were extracted were Taylor & Francis, ERIC, ScienceDirect, and Sage. When searching Google Scholar for the articles, the researchers typed in "differentiated instruction in reading." This article reviews nine different publications.

Findings and Discussion

After the first and second stages, the process of selecting the articles is completed, and the findings are composed. Nine articles are reviewed and presented in the form of the table below.

Table 4. Nine articles to be reviewed

Author	Journal Publication	Title	Findings
Elizabeth Shaunessy-Dedrick, Linda Evans, John Ferron, and Myriam Lindo	Sage	Effects of Differentiated Reading on Elementary Students' Reading Comprehension and Attitudes Toward Reading	Compared to kids in the control schools, SEM-R pupils had considerably higher reading comprehension and stronger understanding post-test scores.
Ibrahim Suleiman Ibrahim Magableh and Amelia Abdullah	International Journal of Learning, Teaching, and Educational Research (ERIC)	Effectiveness of Differentiated Instruction on Primary School Students' English Reading Comprehension Achievement	In terms of statistics, the experimental group did better than the control group. The results demonstrated that less classroom diversity resulted from differentiated instruction.
Natalie Förster, Elisabeth Kawohl, and Elmar Souvignier	ScienceDirect	Short- and long-term effects of assessment-based differentiated reading instruction in	This study looked at the short- and long-term effects of combining learning progress assessment (LPA) as a tool for teachers to continuously evaluate their

Author	Journal Publication	Title	Findings
Karina Karst, Meike Bonefeld, Stefanie Dotzel, Benedict C.O.F. Fehringer, and Merle Steinwascher	ScienceDirect	general education on reading fluency and reading comprehension Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension	students' progress with tailored reading instruction to fulfill each student's specific needs for reading comprehension and fluency. The study demonstrated that the DBDI was a tool that teachers could use to address achievement-related heterogeneity and accommodate students' variations.
Xiaomei Sun	Taylor & Francis Group	Differentiated instruction in L2 teaching: two extensive reading programs conducted during COVID-19 pandemic	DI was not fully expressed in areas of effect (inadequate student engagement and collaborative activities) because of online education.
Martin T. Peters, MSc, Karin Hebbecker, PhD, and Elmar Souvignier, PhD	Sage	Effects of Providing Teachers with Tools for Implementing Assessment-Based Differentiated Reading Instruction in Second Grade	Comparing the outcomes with a control condition, it was clear that giving teachers LPA did not result in greater improvements in reading comprehension or fluency.
Sally M. Reis, D. Betsy McCoach, Catherine A. Little, Lisa M. Muller R. Burcu Kaniskan	American Educational Research Journal (ERIC)	The Effects of Differentiated Instruction and Enrichment Pedagogy on Reading Achievement in Five Elementary Schools	These findings showed that an enrichment reading strategy that used less whole-group teaching and more differentiated instruction was just as successful as or even more successful than a traditional whole-group basal strategy.
Roberto Suson, Christna Baratbate, Wilfredo Anoos, Eugenio Ermac, Amelia Girly	Universal Journal of Educational Research (ERIC)	Differentiated Instruction for Basic Reading Comprehension in Philippine Settings	No matter what the circumstances, the results showed that pupils learned from every facet of their intellect.

Author	Journal Publication	Title	Findings
Aranas, Nolasco Malabago, Narcisan Galamiton, Dennis Capuyan			
Stavroula Valiandes	ScienceDirect	Evaluating the impact of differentiated instruction on Literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness	The results demonstrated that students advanced more in classrooms that consistently employed differentiated instruction strategies than in those that did not.

The implementation of DI
SEM-R

The goal of the enrichment-based SEM-R reading program is to increase reading achievement by pique readers' attention and make reading more enjoyable. The approach also promotes self-regulation of behavior and reading, provides chances for students to participate in a range of enrichment activities to extend their reading and explore interests, and stresses broad exposure to books through teacher read-aloud. These components are organized into a three-phase structure, with each phase's duration varying as students gain more autonomy in selecting books for their own reading time.

Elementary kids can improve their reading comprehension and become more enthusiastic readers by participating in the Schoolwide Enrichment Model-Reading (SEM-R) program. Shaunessy-Dedrick et al. (2015) describe how the SEM-R program was put into practice in the treatment schools during the 2010–2011 academic year. By integrating SEM-R into their daily two-hour reading block, teachers at the four treatment schools improved the district's reading curriculum. The teachers adhered to the approved local reading teaching practices and incorporated SEM-R into their lesson plans.

The members of the research team visited the project classrooms during the year to make sure SEM-R was applied correctly. They used the SEM-R Observation Scale to rank each SEM-R phase component and to generate an overall implementation summary, thereby assessing the fidelity of implementation. The agreement rate among the observers for five observations lasting thirty minutes was 98%. Students can self-select and read books of their choosing that are slightly to moderately beyond current reading teaching levels when they get differentiated instruction during weekly teacher conferences.

Extensive Reading

During the COVID-19 pandemic, differentiated instruction (DI) in extensive reading (ER) programs was implemented in different ways based on the unique circumstances and difficulties that teachers faced. Nonetheless, a few generic tactics and methods were used. Using graded readers is one kind of activity that counts as extensive reading. Books that are specifically created for language learners at various proficiency levels are known as graded readers. To make these books easier for students to read, the language has been simplified and the vocabulary has been limited. Because graded readers let users select books that correspond to their current language proficiency, they make reading practice more manageable and fun for learners. This activity is in line with the idea that extensive reading programs should include easy-to-read materials.

One study looked at two ER programs from the pandemic's DI point of view. A blended learning strategy was used in the first program, which combined online and offline activities. To meet students' readiness, the teachers gave them a variety of reading materials at varying degrees of difficulty. To meet each person's needs and interests, they also provided tailored support and feedback. To improve their learning process, students also participated in online forums and group projects.

A completely online approach was used in the second program. The instructors gave pupils a range of reading assignments and activities by utilizing digital tools and platforms. Multimedia components, including audio files and videos, were included to accommodate various learning profiles and preferences. To track students' progress and modify instruction as necessary, the teachers also made use of online assessment tools.

The study emphasized the difference in ER activity participation during the COVID-19 pandemic between learners with higher and lower achievement levels. One teacher reported that while the less proficient students found it difficult to set aside time for English study and read considerably less, the more proficient students continued to read the recommended materials. The difference in engagement was ascribed to lower achievers' incapacity for self-regulation and self-learning. The degree of parental supervision also mattered since some students required parental reminders to participate in ER activities. The study underlined how crucial it is for teachers to supervise and assist their students to close the achievement gap during online learning.

The assessment of DI

Learning Progress Assessment

To evaluate students' reading proficiency, the learning progress assessment method used in this study entailed giving brief computer-based tests to students every three weeks during the academic year. To provide differentiated information about students' reading ability, these exams blended reading comprehension questions with a maze exercise. The tests were made to give valid and dependable results on a fixed measure so that teachers could monitor their pupils' progress.

Instructors in the intervention group had to review the learning progress reports of their students two or three times a month on average. They made decisions about education using the LPA data, especially when it came to customizing training for each student according to his/her unique requirements.

Standardized assessment of reading comprehension

The reading comprehension test was administered at two measurement points (pre-test/post-test) in a slightly modified form. Both tests consisted of two literary and two factual texts. Students had to answer questions, including items with open and closed response format, about all texts within 50 min (plus 10 min for the instruction and a short break of 5 min). The task was constructed following the reading competence model.

Conclusion

The implementation of differentiated instruction becomes an ongoing topic to be discussed. Teachers face a kind of challenging moment to cope with this condition. It is stated that this paper attempts to investigate some points, such as the implementation of differentiated instruction in reading classes, the assessment being used in the class, and the effect of the implementation of DI. The answer is provided as a result of reviewing the previous study. The researchers assume that the implementation of SEM-R and Extensive Reading are appropriate approaches for implementing DI in reading classes. Therefore, LPA (Learning Progress Assessment) is suitable for assessing reading comprehension since it assesses periodically to make sure that the students improve well. As the researchers can sum up, differentiated instruction is a solution to solve the students' diversity, but it can go well if the teacher implements it using a proper approach and assessment. This paper invites further research studies into the implementation of differentiated instruction in a mixed-ability classroom.

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