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READING IN THE DIGITAL AGE: OPPORTUNITIES OF ARTIFICIAL INTELLIGENCE IN TEACHING GERMAN AS A FOREIGN LANGUAGE

Читання в цифрову епоху: можливості штучного інтелекту у викладанні німецької мови як іноземної

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ABSTRACT

Purpose. *The article examines transformative approaches to teaching reading in German as a Foreign Language (Deutsch als Fremdsprache – DaF) in the context of the digitalization of education. It analyzes the use of AI and the LATILL platform (Level-Adequate Texts in Language Learning) for implementing differentiated reading instruction. The main focus is placed on the concepts of differentiation, individualization, and personalization of learning as key strategies for working in heterogeneous groups.*

Methodology. *This research utilizes theoretical analysis to define differentiation and personalization, alongside PRISMA thematic synthesis and Biblioshiny bibliometric mapping to visualize research trends. Methodological application includes pedagogical modeling for group profiling and task planning, complemented by the*

Мета. *У статті досліджуються трансформаційні підходи до навчання читанню німецької мови як іноземної (Deutsch als Fremdsprache – DaF) у контексті цифровізації освіти. Аналізується використання штучного інтелекту (ШІ) та платформи LATILL (Level-Adequate Texts in Language Learning) для впровадження диференційованого навчання читанню. Основна увага приділяється концепціям диференціації, індивідуалізації та персоналізації навчання як ключовим стратегіям роботи у гетерогенних групах.*

Методологія. *У дослідженні використано теоретичний аналіз для уточнення термінологічного апарату (диференціація та персоналізація), а також тематичний синтез (PRISMA) та бібліометричне картування Biblioshiny для візуалізації дослідницьких трендів. Методичне застосування включає педагогічне моделювання для створення профілів груп і*

case method to analyze CEFR-adapted texts.

Results. *Based on a bibliometric analysis of 129 publications in the Scopus database and a meta-analysis of seven empirical studies conducted in 2017–2024, the high effectiveness of differentiated instruction has been demonstrated, showing improvements in reading comprehension and grammar with a pooled mean difference of 2.92. The role of artificial intelligence and specialized digital platforms, particularly the LATILL platform, in automating the creation of level-appropriate texts corresponding to students' knowledge according to the CEFR scale is analyzed. The methodology for creating a class profile to optimize the selection of learning resources is determined. The results of the study demonstrate that the use of AI allows the teacher to move from the role of a transmitter of knowledge to the role of a facilitator, providing each learner with relevant content and support. Cases of adapting materials "Berlin / Vienna" for different levels of language proficiency were demonstrated.*

Conclusions. *The digital age demands replacing unified instruction with differentiated, individualized, and personalized pathways. Empirical data confirms that differentiated instruction significantly outperforms traditional methods, yielding a 2.92 pooled mean difference in language proficiency. Tools like LATILL and AI automate CEFR-aligned text creation, enabling teachers to shift from transmitters to facilitators. While differentiation and individualization adjust methods and pace, personalization allows students to co-create their learning experience based on personal interests. Ultimately, AI is a supportive resource that strengthens pedagogy.*

Keywords: *artificial intelligence, DaF (German as a Foreign Language), differentiated instruction, digitalization, LATILL, personalization, reading competence.*

планування завдань, доповнене кейс-методом для аналізу текстів, адаптованих до рівнів CEFR.

Результати. *На основі бібліометричного аналізу 129 публікацій у базі даних Scopus та мета-аналізу семи емпіричних досліджень, проведених у 2017–2026 рр., доведено високу ефективність диференційованого навчання, що демонструє покращення розуміння прочитаного та граматики із показником pooled mean difference 2,92. Проаналізовано роль ШІ та спеціалізованих цифрових платформ, зокрема платформи LATILL, у автоматизації створення рівнево-адекватних текстів відповідно до шкали CEFR. Визначено методику створення профілю класу для оптимізації вибору навчальних ресурсів. Результати дослідження показують, що використання ШІ дозволяє вчителю перейти від ролі транслятора знань до ролі фасилітатора, забезпечуючи кожного учня релевантним контентом та підтримкою. Продемонстровано кейси адаптації матеріалів «Берлін / Відень» для різних рівнів володіння мовою.*

Висновки. *Цифрова епоха вимагає відмови від уніфікованого навчання на користь диференційованих, індивідуалізованих та персоналізованих траєкторій. Емпіричні дані підтверджують, що диференційоване навчання значно перевершує традиційні методи. Інструменти, такі як LATILL та ШІ, автоматизують створення текстів за рівнями CEFR, дозволяючи вчителям стати фасилітаторами. У той час як диференціація та індивідуалізація коригують методи та темп, персоналізація дозволяє учням спільно з ШІ створювати власний навчальний досвід на основі особистих інтересів. Зрештою, ШІ є допоміжним ресурсом, який зміцнює педагогіку.*

Ключові слова: *штучний інтелект, німецька як іноземна (DaF), диференційоване навчання, цифровізація, LATILL, персоналізація, читацька компетентність.*

INTRODUCTION

The modern educational reality requires a decisive rejection of outdated teacher-centered methods in which students are viewed as passive listeners who merely absorb ready-made facts. In heterogeneous groups of *German as a Foreign Language* (DaF), learners differ significantly in terms of readiness level, interests, learning styles, and life experience, which makes the traditional "teaching of the average student" ineffective, since the needs of a significant part of the audience remain unmet. There is no such thing as an "average person" in nature and when we design a system (for example, an

educational curriculum) for the "average student", we are actually creating something that is perfectly suited for no one (Rose, 2016).

Reading in the digital age as a complex cognitive activity requires the introduction of new approaches that allow maximizing the potential of each student through the use of adaptive technologies. Traditional roles and methodologies are becoming "redundant", whereas the current Next-Gen (next generation) society demands transition to personalized and adaptive learning environments (Ahibalova et al., 2025). The problem is that the development of separate lesson plans for each student manually is physically unrealistic for the teacher due to high workload (Terletska, 2024).

However, artificial intelligence (AI) technologies open new opportunities for scaling personalized learning, and the Industry 5.0 paradigm proposes a transition to human-centered interaction, where AI becomes an intelligent partner that complements rather than replaces human intelligence (Ahibalova et al., 2025). This shift reflects the broader evolution of Computer Assisted Language Learning (CALL) into Intelligent CALL (ICALL) and Networked Learning (NL) (Kannan & Munday, 2018). Networked Learning, in particular, emphasizes the use of Open Educational Resources, which supports the transition of the teacher's role from a knowledge transmitter to a facilitator who helps students self-regulate their learning beyond traditional curricula (Kannan & Munday, 2018).

Moreover, when implemented within a human-centered and ethically responsible framework, generative AI serves as a powerful educational tool that enhances students' emotional health, motivation, and independence, thus satisfying psychological needs for competence and social connection, leading to improved outcomes (Gulich & Chetveryk, 2025; Chetveryk & Veretiuk, 2025). Recent research (Zafar et al., 2025; Shevtsova et al., 2025; Yilmaz & Aydin, 2025) indicates that AI acts as a dynamic scaffolder for reading in German as a foreign language by providing personalized, real-time support. Furthermore, AI-generated content enhances learner motivation by addressing specific user interests and proficiency levels, while simultaneously reducing cognitive load during the comprehension of complex texts.

The theoretical foundation of differentiated instruction is based on the fundamental works of C. Tomlinson, who emphasizes the need to adapt the content, process, and product of learning according to students' needs (Tomlinson, 2014; Goyibova et al., 2025). This approach is closely connected with the concept of the Zone of Proximal Development by L. Vygotsky, where learning is most effective when it slightly exceeds the learner's current level of capability (Goyibova et al., 2025).

Recent studies, particularly by Dale Basye, allow clear differentiation between key terms:

- Differentiation – answers the question "how" the teacher adapts the path to knowledge based on students' interests or readiness (Basye, 2018).
- Individualization – focuses on the question "when", allowing learners to progress through the curriculum at their own pace (Basye, 2018).
- Personalization – combines both approaches, where the learner actively participates in creating learning activities based on their own curiosity (Basye, 2018; Ahibalova et al., 2025).

A bibliometric analysis of publications in the Scopus database (2000–2024) demonstrates growing global interest in this topic: 13% of all *differentiated instruction* (DI) studies today relate specifically to higher education, while foreign language teaching (especially ESP) is one of the leading research clusters (Terletska, 2024).

Despite a significant number of general theoretical developments by authors such as L. Cameron, P. Anstey, or M. Gerschon (British Council, 2024), there remains a significant gap in the modern literature regarding the practical application of AI tools for the automatic adaptation of DaF texts to specific CEFR proficiency levels (A1–C2). A shortage of empirical studies regarding the integration of corpus technologies into teacher training for the creation of data-oriented exercises that take into account the real linguistic needs of students has also been identified (Judith, 2025).

For this reason, the LATILL project (Level-Adequate Texts in Language Learning) aims to fill these gaps by offering German language teachers a methodology for selecting and creating texts that clearly correspond to curriculum requirements and individual learner profiles in the digital age.

The **purpose** of the article is a comprehensive analysis of the possibilities of digital tools and AI, and the LATILL platform for implementing a differentiated approach to teaching reading in German language classes.

The relevance of the study is determined by the necessity of implementing an activity-based approach in the context of digital transformation, where the teacher must use adaptive technologies to ensure high learning outcomes for each student and move toward "Next-Generation Foreign Language Learning," where digital tools reduce language anxiety and increase students' self-efficacy in a heterogeneous environment.

The object of the study is the process of developing students' reading competence in German as a Foreign Language classes in a digital inclusive environment. The subject of the study: methodological algorithms, digital resources (in particular the LATILL platform and AI tools), and group profiling strategies for differentiation and personalization of reading instruction.

METHODOLOGY

The study used the analysis of scientific sources to clarify the terminological apparatus (differentiation and personalization), thematic synthesis (PRISMA) to analyze trends in 2020–2025, bibliometric analysis (Bibliometrix / Biblioshiny) to visualize networks of co-occurrence of terms, pedagogical modeling – creation of templates of group profiles and plans of differentiated tasks, and the case method – analysis of examples of texts of different levels of complexity (using the example of the topics "Berlin" and "Wien").

RESULTS

The analysis of sources allows a clear distinction of the terminological apparatus, which is often mistakenly used as synonymous, in particular the concepts of differentiation, individualization, and personalization.

Thus, differentiation is considered a strategic response of the teacher to the diversity of students in the classroom (Tomlinson, 2014; Rapti & Panagiotidis, 2024), as the process or fact of making something different from similar things (from Latin *differentia* – difference) (Goyibova et al., 2025), and in the context of education it is an approach that recognizes the absence of a single method suitable for all and involves adapting teaching techniques, content, and assessment methods according to the strengths and weaknesses of each student (Goyibova et al., 2025; Rapti & Panagiotidis, 2024).

Differentiation is the answer to the question "how" the teacher adapts the path to knowledge (Basye, 2018), remaining the central figure who, based on the class profile, modifies the content, process, product, or learning environment (Tomlinson, 2014). The teacher's goal is to

ensure that all learners have access to the lesson content so that each can achieve one common goal but through different ways and at their own pace (Basye, 2018).

Personalization is a deeper level of adaptation that shifts the focus to the active role of the learner. Its essence lies in combining differentiation and individualization, where the learner actively participates in creating their own educational trajectory (Basye, 2018). Personalization connects academic goals of the curriculum with the personal interests and abilities of a particular student. Unlike differentiation, where the path is determined by the teacher, personalization relies on the learner's natural curiosity and choice (Basye, 2018). In modern conditions personalization is often implemented through AI and digital platforms (for example, LATILL), which allow automatically generating content that resonates with the learner's personal experience.

Individualization is often distinguished as a component that focuses on time boundaries (Basye, 2018). If differentiation is "how," then individualization is "when," and learning is calibrated according to the unique pace of each student. This approach allows learners who have already mastered the material not to waste time on repetition, while those who require deeper immersion move more slowly (Basye, 2018).

Table 1

Comparison of approaches of differentiation, individualization and personalization

Concept	Key question	Who controls the process
Differentiation	"How?" (methods, pathways)	Teacher (adapts instruction)
Individualization	"When?" (pace)	Teacher/System (adjusts speed)
Personalization	"Why?" (interest and activity)	Student + Teacher/AI (jointly create the pathway)

Thus, differentiation is a necessary condition for an inclusive environment, whereas personalization represents the highest point of adaptability, where the learner becomes a co-author of their learning.

The analysis of 129 publications in Scopus until 2024 revealed 9 key clusters of research on differentiated instruction in higher education.

Table 2

Clustering of DI research (according to Biblioshiny data)

Cluster No.	Key terms	Impact	Centrality
1 (Largest)	Foreign language for specific purposes (mainly English), inclusive education, differentiated instruction	2.631	1.637
5	Administration/supervision, bibliometrics, higher education	0	1.995
6	Flipped classroom, collaboration, block learning	1.25	0.341
9	Students with visual impairments, curriculum design, English language teaching	3.579	1.22

Cluster 1 is the most powerful in the context of foreign language teaching, as it combines high centrality (connections with other topics) and significant impact (number of

citations). Cluster 5 demonstrates the highest centrality (1.995), indicating strong interest in administrative aspects and research methodology of differentiated instruction in modern science, although the absence of an impact indicator suggests the relative novelty of this direction. Cluster 6 reflects the integration of DI with innovative formats such as flipped learning. Cluster 9 has the highest impact indicator (3.579), emphasizing the high scientific value and citation level of narrowly specialized studies devoted to inclusive education (in particular, visually impaired students) within language education.

Cluster 1 demonstrates the highest citation level and focuses mostly on English for Specific Purposes (ESP), which is relevant for DaF. Cluster 9 has the maximum impact, highlighting the critical role of DI for students with special needs. The absence of impact in cluster 5 indicates the novelty of administrative aspects of DI digitalization.

A meta-analysis of the effectiveness of the differentiated approach was also conducted. A systematic review of seven empirical studies (2017–2024) confirmed a significant advantage of differentiated instruction over traditional methods.

Table 3

Statistical indicators of the effectiveness of differentiated instruction

Parameter	Value	Interpretation
Pooled Mean Difference	2.92	Indicates a significant improvement in students' language skills, particularly grammar, reading comprehension, and speech fluency compared to traditional teaching methods.
95% Confidence Interval	[1.64–4.19]	Confirms statistical reliability of the results; since the interval does not include zero, the effect of DI implementation is considered statistically significant.
Heterogeneity (I^2)	87%	Indicates high variability of results, emphasizing the significant influence of context, individual learner characteristics, and specific differentiation strategies on the final success.

These data support the role of the differentiated approach as an effective pedagogical strategy in multilingual classrooms that promotes equitable learning and increases student engagement. Differentiated instruction has the strongest impact on reading comprehension and grammar because it allows adapting structural complexity to the learner's readiness level. This argument is further strengthened by research, which found that differentiated reading instruction significantly improves students' self-efficacy and autonomy (Shovkovyi et al., 2020; Gülşen & Mede, 2019), while differentiated approaches that account for individual capabilities directly enhance students' self-belief in their own abilities.

In the context of a differentiated approach to teaching reading in foreign language classes, artificial intelligence is an important facilitation tool. Personalized and differentiated learning with AI relies on the learner's interests and natural curiosity. Technologies allow:

1. Adapting the pace: learners can review material or move faster depending on their mastery.
2. Creating choice: AI helps generate different formats (text, comic, interactive article) on the same topic.

3. Providing feedback: automated assessment and real-time hints.

The LATILL platform (Level-Adequate Texts in Language Learning / Niveaugerechte Lesetexte im DaF-Unterricht) is a specialized digital tool designed to improve reading skills in German as a Foreign Language classes in the context of digitalization and acts as an adaptive technology that allows the teacher to move from the role of a transmitter to that of a facilitator.

The main tools and capabilities of the platform include:

- Selection of texts by difficulty levels (CEFR): the platform allows the teacher to choose learning materials that clearly correspond to the students' knowledge level according to the Common European Framework – from beginner (A1) to advanced. This makes it possible to work on one topic with the entire class but provide each group of students with a text of the appropriate linguistic level.
- Variety of content formats: to meet the needs of students with different learning styles (visual, auditory, digital), LATILL offers texts in various formats: short articles, comics, and pictures.
- Tools for task differentiation: the platform supports the development of tasks adapted to specific needs:
    - by degree of complexity: for the basic level (for example, fill-in-the-gaps, "match" tasks) and for advanced learners (open questions, creation of presentations or personal projects).
    - by volume and time: the possibility to select texts according to curriculum requirements regarding the number of words.
- Resource for lesson planning: LATILL is classified as an important lesson-planning resource that helps teachers move away from relying on a single textbook, which is often oriented toward the "average student", and create more flexible lesson plans, allowing teachers to independently generate adapted "text bundles" (Kienberger et al., 2023; García-Holgado et al., 2024).
- Adaptation to students' interests: the platform allows selecting content that resonates with students' personal experiences and interests, which is critically important for transitioning from simple differentiation to personalized learning.

Thus, the LATILL platform provides each learner with an appropriate level of challenge and support and allows selecting texts according to curriculum requirements and students' CEFR levels.

Table 4

Types of differentiation in teaching reading

Type of differentiation	Tools and methods
By resources	Use of PPT, audio, video, websites (LATILL, Goethe-Institut)
By tasks	Fill-in-the-gaps (A1), open questions (B2), creation of presentations
By interaction	Pair work "leader-student," team projects, changing group composition
By support	Dialogue frameworks, dictionaries, step-by-step instructions from the teacher

Task-based differentiation is a highly effective strategy for managing reading instruction in mixed-ability classrooms. Teachers can adapt these tasks by adjusting the level of complexity; students who require more guidance can use sentence frames, diagrams, or dialogue models, while more independent learners can be challenged with creative projects like posters or in-depth reports.

Additionally, it is important to vary the form of execution to accommodate different learning styles, including visual, auditory, reading / writing, and kinesthetic preferences. Student interaction also plays a role, as grouping learners of different levels allows stronger students to lead and model reading strategies during teamwork. This entire framework is sustained by targeted teacher support, which ensures that assistance is provided where it is most needed within the classroom.

For successful differentiation teachers must know their students (Basye, 2018); therefore, creating a class profile is an important stage of preparation.

Creating an effective class profile (or "collective portrait" of the group) is a critically important stage for implementing differentiated instruction and also helps identify learning barriers. As D. Littky notes (Littky, 2004), it is practically impossible to make educational content relevant for those you do not know.

Step-by-step instruction for creating a class profile includes:

1. Determining key categories of analysis.

An effective profile should include detailed information about learner characteristics. According to the sources (Basye, 2018; Tomlinson, 2014; Goyibova, 2025), the following categories should be included:

– Readiness: current level of knowledge and skills (for example, distribution of the class into basic, lower, and advanced levels in percentage terms).

– Interests: topics, skills, or activities that attract or inspire learners (for example, hobbies, professional interests).

– Learning preferences: how students best perceive information — visually, aurally, through movement (kinesthetic), or in digital format.

– Special educational needs: presence of learners with visual impairments, hyperactivity, or other learning barriers.

– Experience and motivation: life circumstances, previous knowledge, and attitudes toward language learning.

2. Methods of collecting information. The profile does not necessarily have to be a dry formal document; it may be formed through a series of conversations or interactive exercises:

– Needs analysis: conducting surveys to understand students' preferences and abilities.

– Interactive questionnaires: using colored sheets of paper where students write their name, favorite topic, email, and ask questions to colleagues.

– Gamification and brainstorming: questions about mood, habits (for example, coffee or tea) and ways of perceiving information help the teacher quickly "read" the atmosphere in the group.

3. Structuring the data. Table 5 below illustrates the corresponding categories, parameters for analysis and methods of collecting information.

Table 5

Categories of the collective portrait of the group

Category	Parameters for analysis	Method of collection
Readiness	Current level of knowledge and skills (distribution in %: basic, lower, advanced)	Tests, interactive exercise using "colored sheets" of paper
Interests	Hobbies, professional goals, topics or activities that inspire curiosity (sport, music, technology, etc.)	Brainstorming, ice-breaker questions (for example, "Did you drink coffee or tea today?")
Learning styles	Channels of information perception: visual, auditory, kinesthetic, digital	Needs analysis, pedagogical observation
Special needs	Students with visual impairments, hyperactivity, etc.	Needs analysis, pedagogical observation

Creating such a profile is a critical stage of lesson preparation. The use of gamification elements (colored questionnaires, quick surveys) allows the teacher not only to collect data but also to create an atmosphere of trust and a sense of community in the classroom where every learner feels important.

DISCUSSION

The obtained results and analised strategies of using AI to differentiate in the German-language classroom when teaching reading allow to illustrate how after creating the profile, the teacher can move to planning differentiated tasks, particularly with the help of the LATILL platform.

The created profile allows the teacher to:

- Adapt resources: select texts of different complexity (A1 or B2) on the same topic.
- Vary tasks: propose fill-in-the-gaps tasks for some students and creation of presentations for others.
- Identify real language patterns and errors through integration of corpus data. For example, corpus analytics can reveal overuse/underuse of logical connectors in students' writing.
- Organize interaction: combine students into "leader-student" pairs or change group composition depending on readiness.

An effective profile is a tool that helps the teacher become a facilitator who pushes each learner slightly beyond their current abilities while ensuring respect and the significance of each person in the classroom.

As a next step within the study, 2 texts available on the LATILL platform (LATILL, 2025) about German-speaking capitals were tested as for their adaptation and study materials creation:

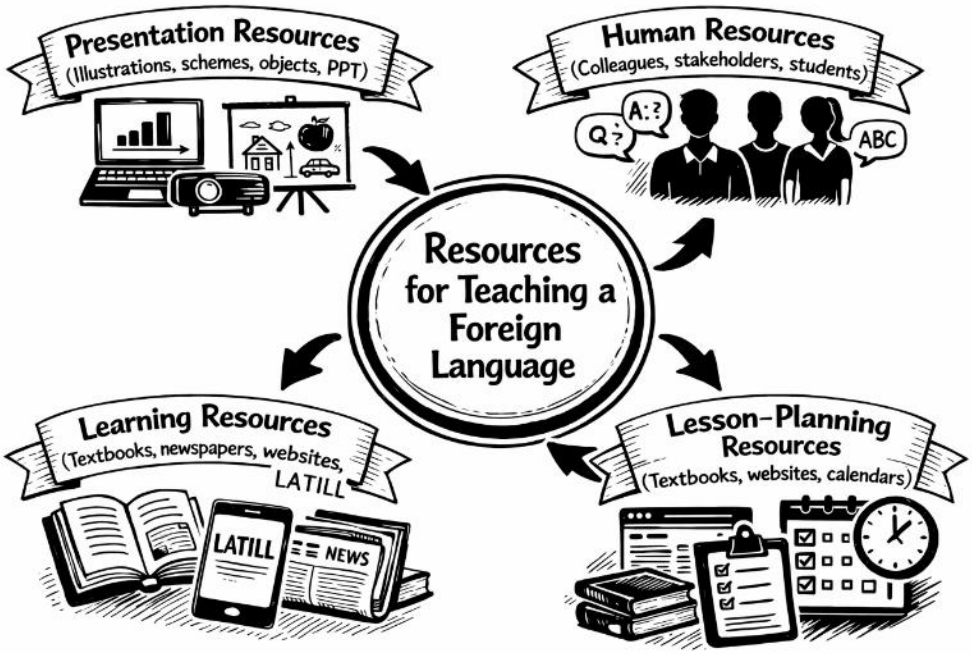
- Level A1–A2 (“Von Berlin nach Berlin”): a text about Axel Schloffer (37 years old), who travels among different Berlins in the world. Tasks: *Match the pictures, Fill the gaps.* AI is used here to simplify vocabulary to the basic level.
- Level B2 (“Wien, die Stadt der Möglichkeiten”): a deep analysis of social integration and cultural opportunities in Vienna. Complex structures (Konjunktiv II) are used. Task: argumentative debates with an AI bot about urbanism.

This confirms that the teacher can use one topic for the whole class but differentiate the complexity of the text itself (thanks to AI generation or LATILL) and the depth of questions to it. A differentiated lesson should rely on flexibility, respect, and cooperation.

The teacher can effectively combine the types of resources presented in Figure 1, using the capabilities of the LATILL platform and artificial intelligence (AI) to meet the needs of a heterogeneous group. The teacher can also integrate reading subskills that develop in the digital age: prediction, scanning, distinguishing facts, and drawing conclusions. AI allows the automation of exercises for each of these subskills.

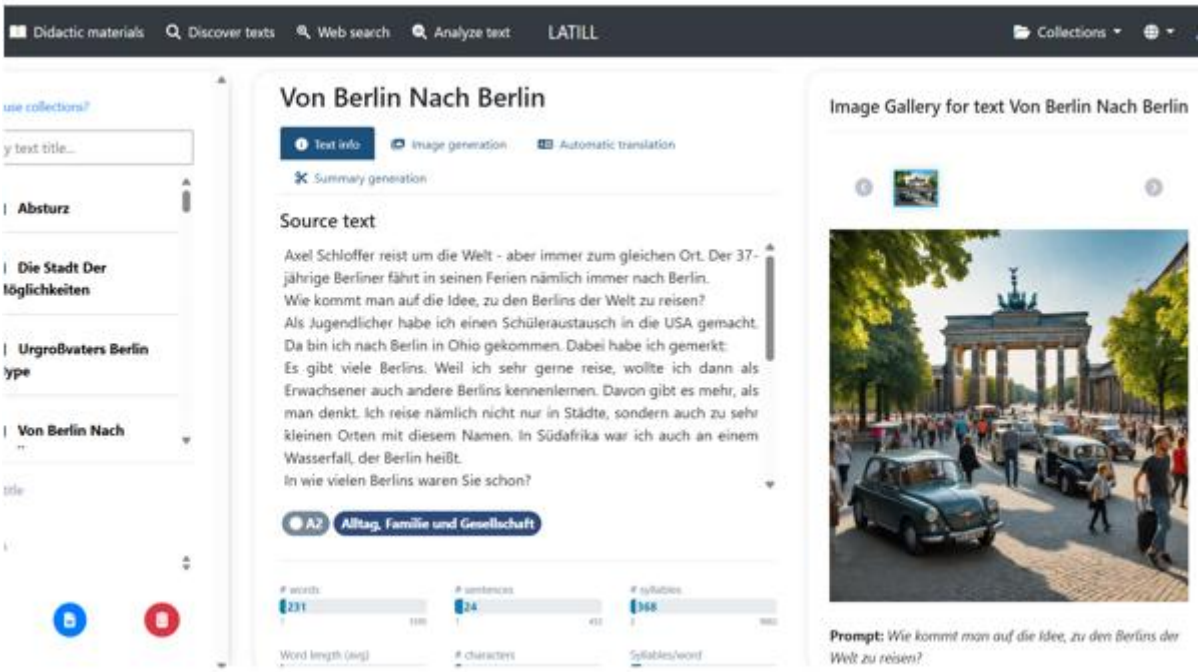
Figure 1

Types of resources for teaching reading



Presentation resources (PPT) play a key role in visualizing material, which is particularly important for learners with a visual learning style. Presentation Resources via visual tools such as a blackboard, laptop, projector, and screen may include illustrations, texts, schemes, objects, and PowerPoint presentations, ensuring that teachers present and explain new material in a clear and engaging way. Using the LATILL platform, the teacher can demonstrate not only text fragments but also CEFR-adapted illustrations, comics, or content schemes that help learners at beginner levels (A1–A2) understand the main idea without complex lexical decoding. Presentations become a tool for developing the subskill of prediction through the demonstration of titles and images at the pre-reading stage, see Figure 2, which demonstrates an illustration of the text “Von Berlin nach Berlin”.

Figure 2
Image for the text created with LATILL platform



Human resources allow differentiation by interaction. This category includes colleagues, stakeholders, and students, emphasizing communication, collaboration, and interaction as essential elements of language teaching. Based on the previously created class profile, where readiness levels and students' interests are identified, the teacher can combine students into flexible groups or "leader-student" pairs (Littky, 2004). Colleagues can collaborate through the LATILL platform to exchange developed differentiated tasks, and students in groups can discuss the reading using "dialogue frameworks" (scaffolding) provided by AI assistants to support communication.

Learning resources, which can be represented by textbooks, newspapers, websites, and LATILL, focusing on materials students use directly for learning and practicing the language. In particular, the LATILL platform (Level-Adequate Texts in Language Learning) can serve as the foundation for content differentiation. It provides access to texts of different complexity on the same topic. For example, when studying the topic "Berlin," the A1 group works with a short text about facts and first impressions, performing scanning exercises (fill the gaps), while the B2 group analyzes a complex article about social integration, practicing inference skills. This allows each learner to work within their own "zone of proximal development," avoiding teaching the "average student" (Basye, 2018).

Besides, lesson-planning resources help structure the learning process through stages:

- Pre-reading: activation of prior knowledge using AI-generated keywords and visual stimuli.
- Reading: completion of automated AI exercises for understanding text structure and linguistic-semantic aspects.
- Post-reading: transition from differentiation to personalization, where higher-level learners create their own creative projects (posters, presentations) or participate in debates with LLM based on the reading.

Due to adaptive technologies such as LATILL, the teacher moves from the role of a transmitter of knowledge to the role of a facilitator who makes content relevant, accessible, and engaging for every learner.

CONCLUSIONS

The digital age requires abandoning unified instruction. Differentiation is not the development of 30 different plans but the creation of different pathways to one goal. Modern DaF instruction must move beyond "average student" methods to embrace differentiation, individualization, and personalization. Meta-analysis proves that differentiated instruction significantly outperforms traditional methods, yielding a 2.92 pooled mean difference in language skills.

AI and platforms like LATILL facilitate this by automating the creation of CEFR-aligned texts (A1–C2), allowing teachers to shift from transmitters of knowledge to facilitators. While differentiation and individualization adjust pathways and pace, personalization represents the highest adaptability where students co-create their journey. Learning effectiveness increases when students feel a connection between the curriculum and their own experience. Ultimately, AI will not replace the educator, but the teacher who utilizes AI will replace the one who does not.

Further research is needed on the ethics of using AI in creating tasks and assessing students' creative work, as well as the development of algorithms for the automatic creation of individual "student success profiles" based on data from educational platforms.

CONFLICT OF INTEREST

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No artificial intelligence tools were used in the preparation of this manuscript.

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