

# DIFFERENTIATED INSTRUCTION AND ANTI-RACIST EDUCATION IN EFL LESSON PLANNING AND TEACHING. THE CASE STUDY OF ALICE WALKER'S "IN SEARCH OF OUR MOTHERS' GARDENS" IN AN EFL CLASSROOM

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## Abstract

This study focuses on planning an EFL (English as a Foreign Language) lesson based on a combination of the principles of Differentiated Instruction and Anti-racist Education. The research design used was a case study research. The lesson plan presented was part of a cross curricular topic on Modern Languages, Literature and Social Studies concerning the work "In Search of Our Mothers' Garden" of Alice Walker. The lesson was designed by the researcher in collaboration with the class teacher. Classroom observation, students' works and informal discussions were used as research tools. Participants were 18 students in the third year of a Junior High School of Athens in Greece. Assessment of the lesson plan was provided by worksheets, questionnaires, portfolios and discussion with the students. The findings indicate that the specific EFL lesson informed the students about the history of African American women in America and how their vibrant, creative spirit succeeded in surviving in a dismal world filled with many oppressive hardships, slavery and racism. Through various differentiated activities the students became aware of the fact that oppressed black women managed to keep their heritage and creative spirit alive despite the harsh conditions, suffering and the violation of human rights. Critical thinking and anti-racist spirit were encouraged in class through several differentiated tasks connected with literary analysis. The present study contributes to teaching literary analysis and vocabulary in context and providing differentiated means of representation, action, expression and engagement.

Keywords: Differentiated Instruction, Anti-racist Education, Human Rights, Learning Scenario, Observation.

## 1 INTRODUCTION

### 1.1 Differentiated instruction

School classrooms include diverse learners both culturally and linguistically ([1]). The essence of supporting both students and teachers lies in understanding the uniqueness of each student. It takes on a distinct importance in the effectiveness of foreign language teaching to bear in mind that students differ in countless ways including physical characteristics, personalities, backgrounds, cognitive abilities, experiences, learning preferences and social development. At the same time, learners cannot be placed through the same education hoops considering the fact that everyone learns differently and has different likes, interests, preferences and needs ([2]). Differentiated Instruction (DI) is a philosophy and a mindset which enables teachers to plan strategically in order to reach the needs of the diverse learners in classrooms and embraces the ideas that all students have areas of strength, all students have areas that need to be strengthened and each student's brain is as unique as a fingerprint ([3]). Three fields of research support the importance of DI: Brain-based Research on Learning, Research on Learning Styles and Multiple Intelligences and Research on Authentic Assessment ([3]). To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests and to react responsively. Teachers in a differentiated classroom begin with their current curriculum and engaging instruction. Then they ask, what they could take to alter or modify in the curriculum and instruction so that each learner comes away with knowledge, understanding, and skills necessary to take on the next important phase of learning ([2]). DI is a process of teaching and learning for students of differing abilities in the same class. Teachers, based on characteristics of their learners' readiness, interest, learning profile, may adapt or manipulate various elements of the curriculum (content, process, product, learning environment) ([4]). When using multiple instructional tools and strategies teachers will help ensure that more students develop the concepts and skills targeted ([5]).

Previous research on the effectiveness of DI has shown the fact that applying differentiated strategies has positive impact on their learning ([6]). A 2007 report issued by the National Institute of Child Health and Human Development points out that aspects of development-neural, cognitive, social, psychological, physical and ethical- have far-reaching effects on children's ability to learn and teachers need access to scientifically-based knowledge concerning student development and learning ([3]). Also, it helps primary school students improve their academic performance ([7], [8]) and develop their reading skills ([9], [10], [11]) while students with learning difficulties take great advantage in differentiated lessons ([12], [13]). Remarkable progress was proved in the school performance of primary school students in Cyprus after being taught systematically with differentiated Instruction ([14]). Moreover, previous research has shown that the use of differentiated teaching strategies increases students' interest and motivation and leads them to success ([7], [6]).

The students of the 21st century classrooms are digital experts. Technology has been an integral part of their lives and in a sense a compelling attention attractor. Since students nowadays want to live in today's world using today's tools teachers should sometimes integrate necessary skills in their teaching with the use of technology ([15]). Such skills are presented in the table below (Table 1).

Table 1. Skills to embed in teaching. ([3])

| Learning and Innovation<br>The 4 Cs  | Digital Literacy  | Career and Life   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Critical thinking and Problem solving</li> <li>• Creativity and Innovation</li> <li>• Communication</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Information and Communication technology Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and Self-direction</li> <li>• Social and Cross-cultural interaction</li> <li>• Productivity and accountability</li> </ul> |

## 1.2 Anti-racist education

Multicultural diversity is evident in most contemporary classes due to the continuous influx of immigrant and refugee children with little or no communication skills or competencies in English language. More specifically, teachers work in a global society of high accountability in which there is a need to protect their students from racism and offer them the appropriate opportunities to feel comfortable and ready to learn, to develop themselves and flourish in a creative learning environment. Rapid societal, technological, political and economic changes influence both the 'what' and the 'how' learning takes place ([16], [17]).

Nowadays student diversity becomes even more intense due to the arrival of many refugees coming from affected areas. The current educational systems are ill-equipped to facilitate this transition and combat the socio-psychological challenges refugee and other immigrant students and face as they enter schools ([18], [19]). Furthermore, teachers stress the fact that they don't know how to respond to refugee children ([20]) and school systems lack policy guidance ([21]). It is important for all teachers to pursue deep professional development, develop an asset-based approach to refugee and immigrant student education and foster an inclusive, anti-racist and pro-diversity education. Also, teachers should work with resettlement agencies and programs for refugee and immigrant families. Furthermore, fostering bilingual education and scaffolding student learning are necessary. Teachers have to implement DI in their teaching and planning and provide extracurricular activities regarding diverse students' needs. In addition, teachers should provide child care and focus on making students feel comfortable and safe protecting them from racist behaviours ([18]).

Students' differences in a class has become a challenging educational reality. That is to say, teachers need to cope with enriching their teaching tools and practices and adapting them to the needs of students with different cultural background, different experiences and needs. In multicultural classes teachers should use diverse assessment methods giving the opportunity to students to be implicated in activities connected with their cultural roots ([22], [23]). Previous research has shown that there is a connection between the values and the perceptions expressed by students and those presented in the books they use ([24]). That is to say, teachers are responsible for detecting racist features and stereotypes in teaching material and face the arising problem drastically. In fact, they can replace the particular teaching material with other which is appropriate or even use this material including critical presentation of the existing prejudices and stereotypes.

Teaching Foreign Languages (FLT) is suitable for promoting the potential for coexistence of people with diverse cultural backgrounds. Various context and genres in which images and examples of multicultural societies are evident can be used in teaching foreign languages such as English, French and German that are being taught in Greek or other countries' schools. Also, teachers of foreign languages can use material regarding racist actions and the conviction of them by people and judicial systems. Moreover, students' problem solving and critical thinking skills can be developed through the discussion of several important matters such as racial discrimination, covered types of racism, consequences of wars, economic crisis and actions of antiracist organizations. Furthermore, teachers can use colonial literature and history and show movies about racism and its consequences with historic references on duly constituted racism such as Nazism and Hitler's role in Germany. Thus, teachers of foreign languages can contribute to Antiracist Education if they take advantage of certain educational programs of European Union and make students exchanges with other schools belonging to the net "Schools without Racism". However, some works of literature have been used and presented in a way that boosts racism. For instance, the Merchant of Venice by William Shakespeare was used in the past for encouraging and enhancing antisemitism by several people who distorted its messages. Also, the tale and song 'Ten Little Negro' that was written at the high point of Colonial history by Frank Green in 1869 is characteristic of promoting racist ideas indirectly. This tale exists in many different variations but the central idea is permanent. The racist content is clear and concrete by the fact that the "Ten Little Negro" were replaced by several animals in other variations of the tale but had never been replaced by children of other European nationalities ([25]). Consequently, it is important for teachers of foreign languages to choose the teaching material carefully in order to serve the needs of Antiracist Education and support the inclusion of immigrant and refugee students using differentiated instruction at the same time.

## 2 METHODOLOGY

The aim of the study lies in the fact that the implementation and the combination of the principles of DI and Antiracist Education in EFL teaching can contribute to the development of students' literacy skills, to the enrichment of their vocabulary, the attraction of their interest, their engagement through multiple means of action and expression, self-regulation and generally to the improvement of their performance and the development of an antiracist mindset. Therefore, the research questions of the study are shaped as follows:

- Which is the teaching process and the support strategies followed that implement the principles of DI and Antiracist Education in a lesson of teaching EFL?
- How can an EFL teacher incorporate the principles of DI and Antiracist Education in a lesson to develop students' speaking, listening, reading, writing skills?

The research design used in the present study was a case study research through the observation of a lesson based on English literature in the third grade of a public Junior High School of Athens in Greece. In this class student cultural diversity was high and the teacher encouraged students to learn and express themselves in differentiated ways about important social matters regarding violation of human rights and the problem of racism. The lesson plan presented was part of a cross curricular topic on Language, Literature and Social studies and was part of the well-known story of "In Search Of Our Mothers' Gardens" by Alice Walker. The research tools used in this study were classroom observation, students' works and informal discussions with them. The participants were 18 third grade students at the age of fifteen (15) years old and they were divided in three groups. The lesson was carried out during a two-hour session in autumn 2018, it was presented according to the principles of DI and Antiracist Education and could be considered as an example for developing students' antiracist spirit.

## 3 RESULTS

The specific lesson plan used the principles of DI as presented in table 1 and the tools and strategies for designing inclusive differentiated classrooms for diverse learners regarding the principles of Antiracist Education as presented in the Appendix. Before the actual framing of the teacher's and students' action during this lesson under the principles of the above teaching philosophies, it is necessary to note that there was an introductory lesson on the story of "In Search of my Mothers' Garden" of Alice Walker. In that lesson the students read the story in the class and answered to comprehension questions whereas the teacher had explained the key words in a whole class session. Moreover, during the introductory lesson the teacher assigned one more learning task: to look for information about slavery in U.S.A. on the internet. Students in mixed ability groups made the search on the internet within 10 min

and presented in the whole class only a few phrases from the information that they had found. So, each group had to choose which information was the most important to present. Finally, the teacher recapitulated the basics for the history of slavery in America.

The actual lesson plan about “In Search of my Mothers’ Garden” of Alice Walker used in this research combining the principles of DI and Antiracist Education is presented in the appendix. In particular, the teacher insured a safe and nurturing climate, encouraged risk taking with multisensory and stimulating strategies, collaborative learning and anti-racist underlying messages in the EFL classroom. Knowing and assessing the learners, the use of adjustable assignments and several DI strategies and problem-based learning strategies were key factors during the particular lesson. All teaching decisions were made with the intention of honoring the diversity of the students’ learning preferences and personal interests and planning for differentiated learning with a variety of assessment tools. The resources used were not only tangible (copies of the book, worksheets, cubes) but most importantly intangible (ideas, critical thinking, analysis, questioning). This fact contributed to recruit interest, to sustain engagement, to develop students’ self-regulation. As the students used integrating skills and since each skill reinforced the other, learning became easier and more retentive for everyone. Moreover, the students developed an antiracist spirit and expressed their anxiety about social injustice. The lesson activated their sensitivity on social problems and they showed signs of empathy towards students who were different from them.

### **3.1 EFL teaching practices based on several skills that can be embedded in teaching**

From this lesson plan it is evident that the teacher used the methods below to provide the four Cs (Critical thinking and Problem Solving, Creativity, Communication, Collaboration). The lesson took place in a welcoming and colorful classroom and the teacher had attempted to create a positive learning environment from the beginning of the school year. Also, the teacher was clear in determining the essential parts of the lesson and clarified her expectations. She provided timely feedback and used a variety of activities in order to support learning. First she encouraged the students to remember the story, asked them what were the problems presented and gave a brief summary. Through the analysis of the text the teacher and the students discussed about slavery, violation of human rights and racial discrimination. The students brainstormed after the questions of the teacher: “What do you think about slavery? What kind of feelings did the slaves have? What do we mean by human rights?” (Fieldnotes, 27/09, 2018). Thus, students communicated through discussing on important social problems and the central ideas of the work and became critical thinkers presenting certain dimensions of such problems. They collaborated by working together in three groups of six students each in various activities and developed their creativity by creating and presenting the learning products of their own work. The teacher urged them to cooperate “I want you to work together answering the questions written on each side of your cube!” “Now it’s time for you to conduct a panel about racism, compose a rap song, write a poem, draw an illustration, express yourselves as you wish inspired by the particular work of literature!” (Fieldnotes, 27/09, 2018). Therefore, the students made decisions, took initiatives and learnt to be responsible for their choices.

### **3.2 EFL teaching practices based on the six step planning model for differentiated learning**

The teacher stressed the core standards arising from the specific work of art since it emphasized the history of African American women in America and how their artistic spirit and internal need of self-expression succeeded in surviving despite the difficulties. The students seemed to gain knowledge on vocabulary related to the particular work of literature, to be familiarized with concepts such as racism, slavery, human rights, discriminations, justice, equality and inequality, art, self-expression and understand the underlying messages through figures of speech such as metaphors and symbols. Certain concepts, vocabulary and facts arose through the content analysis and were used as means for developing an anti-racist spirit. Also, the students had filled in an English Language Interest Inventory in the previous introductory lesson, so as the teacher could know them better and approach the topic accordingly. The teacher activated students’ prior knowledge by asking them to narrate briefly the content of the text. More specifically, she used a K-W-L chart ([26]). The K stands for what the students already know about the topic, i.e. “Who are the main characters of the story? The W stands for what the students want to know, i.e. “What would you like to learn about Alice Walker?” The L is used at the end of the lesson or unit of study to enable students to reflect on their learning and identify information learned, i.e. “Tell two things that you learnt today and impressed you.” The teacher used brainstorming

since students answered some questions spontaneously. “Guys, name five important human rights.”, “What feelings do you have when you hear the word slavery?” While engaging the students in certain activities, the students used “Thumb it” and used their thumbs to get an assessment of their understanding. The teacher asked: “Where are you now in your understanding of the activity? ‘Upside’ means that you know a lot, ‘Onside’ means that you know some, ‘Downside’ means that you know very little.” Furthermore, the students presented their learning products in the whole class and made assessment decisions in groups. They made their own research on the internet and tried to suggest solutions for important social problems, so they were practiced in problem-solving. In addition, Summative assessment was achieved through their learning products, presentations and portfolios which included their work.

### **3.3 EFL teaching practices based on antiracist education, tools and strategies for designing inclusive differentiated classrooms for diverse learners**

According to the tools and strategies used by the teacher, she managed to create a pleasant and safe climate in class, she integrated multisensory techniques and encouraged collaborative work during the lesson. She assessed students’ learning needs when they completed an English Language Interest Inventory and then she assigned learning tasks addressing diverse learning profiles, interests and multiple intelligences (role playing, writing a poem, composing a rap song, conducting a panel, forming a timeline, drawing an illustration etc.). Thus, students completed several tasks and presented their learning products. As far as the instruction strategies the teacher used cooperative group learning in three groups of six students. Also, she used questioning and cubing since the students were asked several questions that were written on the sides of three different cubes (one for each team). In addition, she encouraged the students to express themselves and gave them positive feedback after the role playing and their final presentations. She said: “How talented actors you are!”, “Nice effort, guys!”, “Wow! That rap song that you composed could be a hit!” (Filednotes, 27/09/2018). Moreover, she provided opportunities for the students to use technology by finding information on the Internet, describing and commenting on some photos on the smartboard and watching a documentary about the author. As far as the curriculum approaches are concerned, the teacher used problem-based learning since she provided questions on important social problems regarding both the past and present. Also, she guided students to understand the significance and necessity of systematic reaction against anti-democratic and racist actions and to suggest alternative solutions.

## **4 CONCLUSIONS**

Differentiated Instruction can go hand in hand with the principles of Antiracist Education and this combination can consist a humanistic pedagogic philosophy which can be used as a means promoting equality, justice, human rights, equality in learning opportunities and experiences of success ([27], [28]). In this way, some confrontation of equalities and social justice can be achieved ([29]), while at the same time teaching of democratic values and equal learning opportunities create independent and critical thinkers ([30]).

The teaching process presented above can be considered as an example of implementing these two philosophies in an EFL class which could be expanded to any other language class. Since literature is fundamental to education and specifically to language teaching, the particular work of Alice Walker “In Search of our Mothers’ Garden” appears to be an interesting way to approach ELT. It is a very touching story and all students got very emotionally involved. All students seemed to be motivated and eager to participate in tasks and share their thoughts. Thus cooperative learning, authentic communication and enhancement of critical thinking and creativity was facilitated. Through the lesson, all language skills were integrated and developed (speaking, writing, listening and reading skills). Actually, students practised both receptive (listening, reading) and productive skills in collaboration with each other. Students read in order to complete the tasks and to present their answers. They also listened to their teacher during the lesson but also their classmates in order to write the answers and discuss their opinions. Moreover, while they were talking, reading and writing, the students used a number of sub skills like vocabulary use, grammar, pronunciation, spelling etc.

The activities in the lesson plan presented here were matched to multiple learning styles, abilities and prior content knowledge. The teacher also offered multidimensional interactive opportunities to students. The lesson involved different kinds of multiple intelligences according to Gardner’s theory. The verbal-linguistic students had the opportunity to discuss, conduct a panel about racism, compose and write a poem or a rap song. Those who were spatial described, distinguished, imagined and drew. The bodily

– kinaesthetic students dramatized, role played and danced. The logical-mathematic types recognised, explained, interpreted and judged. The interpersonal children expressed, cooperated with others and the intrapersonal ones learnt through feelings, emotions and interaction. The resources used in order to motivate and emotionally involve the students led them to communicate authentically and discuss on social problems such as racism, discriminations, injustice, violation of human rights, exploitation. The teacher's role was to give instructions, guide, monitor and keep the time ([31]).

The discussion was a fruitful way to use critical thinking, argue, debate and justify their opinions as they shared their thoughts, expanded the story considering the messages it conveys and connected it to the contemporary society. Also, the project regarding diverse types of students' expression was a very creative way to accommodate both weak and strong students and different learning styles as they chose how to express themselves in various ways amongst them. They got familiarized with books and reading in a non-threatening and relaxing atmosphere, whereas values as friendship, solidarity and helping others were promoted. Also, this lesson introduced students to society awareness by thinking critically and discussing about how people having power should act and what is the impact on others, if they do not do so.

To sum up, the teacher accommodated the strategies of DI in combination with the principles of Antiracist Education and provided learning with representation, action, expression and engagement of students. She focused on the why, the what, and the how of learning by enriching the lesson with multisensory activities. For purposeful, motivated learners she stimulated interest and motivation. For resourceful, knowledgeable learners, she presented information and content in different ways and for strategic, goal directed learners she differentiated the ways that they could express themselves.

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## APPENDIX

### Teacher actions (A - I)<sup>1</sup>

- A. The teacher shows some pictures of black women working under harsh conditions on the smartboard and asks the students to describe them and say how they are connected to the story. Also, she encourages students to "stand in these women's shoes" and think about their pain and misery (critical thinking, empathy). Later, she announces that they would continue working on the story of "In Search of Our Mothers' Gardens" that they read at the previous lesson and asks the students to remind her the story.
- B. The teacher divides students into 3 heterogeneous groups and hands out three cubes of different colors and worksheets. Each group consists of mixed ability students and one of high ability level who guides the group.
- C. The teacher has divided the presentation into 3 parts and assigns its part to a group. She says that Group 1 will answer the questions written on the sides of the red cube:
- Write down the title of the story.
  - Who is the Author?
  - Who is the Main Character?
  - What are the social problems arose by this work of literature?
  - What are Walker's mother's personal qualities? Which do you most admire?
- Group 2 will answer the questions of the yellow cube.
- find two metaphors
  - find two symbols
  - Why does Walker give the title "In Search of Our Mothers' Gardens" instead of "In Search of My Mother's Garden"?
  - Do people experience any kind of exploitation today? Find examples. Compare and contrast connecting the past with the present as far as the ways of human exploitation and violation of human rights. (Critical thinking)
  - What emotions do you have while reading the story?
  - Say alternative interesting ways of artistic self-expression in your opinion.
- Group 3 will complete the following tasks written on the sides of the green cube:
- I think that Walker's mother was an artist because... Write your own definition of "art" using some vocabulary of the story.
  - How contemporary human exploitation and violation of human rights can be confronted? (Problem-solving)
  - What information do you get about that historical period?
  - What would you like to learn about the author?
  - What is slavery? Name three human rights.
  - Make the acronym "Our Mothers' Garden", using words connecting to the story.
- D. The teacher goes around answering to questions, giving guidelines and giving feedback where necessary.
- E. The teacher listens and corrects only if necessary for comprehension.
- F. The teacher asks to hear the answers to the common questions. He says that the student can add to their answer their classmates' ideas if they like.

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<sup>1</sup> For each teacher action a letter corresponds (i.e. A, B, C, etc.) and then student actions, materials/resources, differentiated student work and assessment follow a similar structure.

- G. The teacher asks the students to choose a part of the story or a topic related to the story. Then they will conduct a panel about racism or draw an illustration, role play, create a poem, compose a rap song, dance or create a time line. Also, she says to form groups of at least three members, according to what they like (the groups do not need to have the same number of students).
- H. The teacher is presented the outcomes of children’s collaboration.
- I. The teacher sets the last question which is about their opinion on the book as homework. They are also asked to find a piece of information about the author “Alice Walker” on the internet by watching the documentary about Alice Walker that is called “Beauty in truth”. Finally, the teacher gives the students three post-its and asks them to draw a happy face, a straight face and a sad face on each one and then to hold up the card that matches their emotion about the lesson. The teacher makes motions with her hands to imitate the facial emotions. Curve up for the happy face, flat for the straight face or curve down for the sad face.

### **Student actions**

- A. Student start telling a brief summary. Other students continue, fill in and help.
- B. The students take their seats in their groups.
- C. The students listen carefully and get ready to start.
- D. The groups ask the teacher for clarifications, read the story, discuss their answers and write them down. They get prepared to report their answers.
- E. While each group present their answers (all members take turn to talk), the rest of the class note down the answers on their worksheet.
- F. Group share their views on the subject, discuss them and add up everything they find interesting.
- G. Students fuss around and work on their presentation.
- H. Students present their work
- I. Students write down their opinion about the lesson. They put their worksheets in their portfolios.

### **Materials / resources**

- A. Pictures on smartboard
- B. Story Presentation cubes and worksheets made by the teacher.
- C. Book Presentation worksheets made by the teacher based on the questions of the cubes.
- D. Book Presentation cubes and worksheets made by the teacher. During the group work, the teacher uses the smartboard so that all the tasks of the groups can be seen.
- E. Story Presentation cubes and worksheets made by the teacher.
- F. Book Presentation worksheets made by the teacher.
- G. Paper and crayons for drawing or writing if needed. Piece of paper.
- H. Paper and crayons for drawing or writing if needed. Piece of papers (Post-its).
- I. Internet

### **Differentiated student work**

- A. Individual work and group work.
- B. Group work
- C. Group work
- D. Group work
- E. Group work /Individual work
- F. Group work/Individual work
- G. Group work / pair work
- H. Group work/ pair work
- I. Individual work

The importance of differentiated instruction in EFL learning. Conference Paper (PDF Available) · October 2017 with 389 Reads. How we measure 'reads'. The EFL teacher's methodology offered in the classroom. If mismatches exist between learning styles and teaching styles students become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to their 73. curricula or drop out of school (Felder and Silverman, 1988). College of Arts and Sciences Course: Instructor(s): Last updated: Special Education and Differentiated Instruction in an EFL Context (SpEd TEFL) Wanda Walker November 4, 2013 Course Overview This course is designed to be a survey of teaching methods that support learners with special needs within the context of the teaching English as a Foreign Language (TEFL) classroom. Course Learning Objectives 1. Define Special Education and related terminology The participant's time in the course will culminate with a plan to either put some of the concepts into place in their daily teaching, and/or present these concepts to their teaching community. The differentiated approach in teaching English should be based on individual cognitive abilities of learners (Antonova, 2017). Russian educational standards do not yet presuppose the differentiated approach to teaching foreign languages depending on the level of language proficiency when entering a university and the desired level of command of a language after graduation. Correlation between English language curricula and international standards and proficiency levels is not envisaged as well. That is why an approach aimed at elucidating the need for differentiated instruction (regardless of the major field of study) through students' self-assessment remains quite relevant.