



## EMPLOYING HYBRID AND INNOVATIVE METHODS FOR TEACHING ENGLISH LITERATURE TO FIRST-GENERATION NON-NATIVE ENGLISH LANGUAGE LEARNERS (NNELLS)

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**Cite This Article:** Dr. Lt. S. Ravibalan, "Employing Hybrid and Innovative Methods for Teaching English Literature to First-Generation Non-Native English Language Learners (NNELLS)", *International Journal of Interdisciplinary Research in Arts and Humanities*, Volume 9, Issue 2, July - December, Page Number 95-100, 2024.

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### **Abstract:**

The goal of this study is to investigate the impact of incorporating and implementing blended and innovative teaching methods on first-generation NNELLS' comprehension and enthusiastic involvement in English literature classrooms. NNELLS confront a number of hurdles during their learning process, including language and culture, making typical teaching approaches ineffective in meeting the learners' needs. The current study employed a qualitative research methodology to evaluate the efficacy of the blended learning strategy in enhancing the educational experience in a classroom setting by mixing traditional teaching techniques with information and communication technology. This quantitative research study examines the benefits and drawbacks of incorporating these unique approaches into the teaching process through interviews with educational professionals, focus group sessions with students, and careful observations. The study found that hybrid educational methods increased students' involvement and understanding of the subject matter. Contextual factors such as teacher education, available resources, and business cultures influence the findings. The study emphasizes the importance of targeted and dynamic educator training to improve the implementation of these tactics. According to the findings, blended learning and other instructional approaches have the potential to significantly improve NNELLS' learning results in English literature. However, the efficiency of these strategies is dependent on a tailored and situational approach that takes into account the learners' needs in the learning environment. This report makes recommendations to educators, policymakers, and institutions about how to improve the use of these approaches. Furthermore, it identifies prospective areas of future research to investigate their impact on NNELLS' academic performance and interests.

**Key Words:** Non-Native English Language Learners (NNELLS), Hybrid Instructional Approaches, Unique Pedagogical Methodologies, English Literature Instruction, And Student Engagement.

### **1. Overview:**

#### **1.1 Research Background:**

In an age of globalization, English is increasingly used as the major means of communication in education, business, and diplomacy (Crystal, 2003). Teaching and studying English, particularly English literature, is more difficult for first-generation non-native English-speaking learners (NNELLS) than for other learner groups who may be familiar with the language and culture of English-speaking countries (Canagarajah, 2002). The bulk of these students' backgrounds are low socioeconomic status (SES), which exacerbates their learning experience and results in a considerable disparity in performance in English literature courses (Cummins, 2000). As a result, it is vital to create and execute integrated and innovative instructional approaches that can overcome this gap and increase NNELLS' learning.

#### **1.2 Challenges Faced by First-Generation Non-Native English Language Learners:**

First-generation non-native English language learners (NNELLS) face linguistic, cognitive, and sociocultural challenges in their educational environments. A portion of these students may have limited exposure to English outside of the classroom, making it challenging for them to understand literary works rich in idiomatic phrases, cultural references, and complicated terminology (Hinkel, 2002). Furthermore, the requirement for these students to inspect, synthesize, and assess literary works poses cognitive barriers because it requires understanding of the language and culture embedded in the texts (Garcia, 2009).

Sociocultural, non-native English language learners (NNELLS) may feel isolated since English literature depicts their experiences, beliefs, and norms, particularly those held by NNELLS (Bhabha, 1994). Alienation can cause feelings of separation and a lack of motivation, which can exacerbate poor academic performance. Furthermore, traditional educational methods such as classroom teaching, textbooks, and exams may not adequately address these difficulties (Pennycook, 2001). As a result, educators must use integrated and innovative teaching techniques that are specifically tailored to the unique demands of NNELLS.

#### **1.3 The Significance of Hybrid and Innovative Approaches:**

Traditional ways to teaching English literature, while effective and extensively utilized, are not very advantageous to non-native English-speaking learners (NNEELL). The aforementioned techniques prioritize knowledge transfer over information acquisition by students, sometimes ignoring the fact that students are multilingual (Freire, 2000). In contrast, blended and other types of training are more customizable, and several instructional styles may be more effective for young non-English-speaking students (Brown, 2007).

Blended learning, also known as hybrid learning, combines in-person instructional methods with online or digital training to create a more personalized learning experience. For example, the forums integrated collaboration capabilities can encourage NNEELL participation, develop a sense of community, and assist knowledge acquisition (Garrison and Vaughan, 2008). Furthermore, these approaches enable individualized learning by providing learners with information and learning support tailored to their language and learning capacity (Tomlinson, 2001).

Alternative approaches, such as project-based learning, flipped classrooms, and interactive storytelling, effectively engage non-native English language learners (NNEELLs) in meaningful ways. These approaches engage students, foster the practical application of literary knowledge, and help students build a deeper grasp of written works and the skills needed to

analyze literature (Johnson & Johnson, 2009). As a result, by transitioning away from a text-based methodology and incorporating a variety of instructional delivery strategies, educators can provide NNELLs with a more inclusive and efficient learning environment.

#### **1.4 Conceptual Framework:**

Teachers use hybrid and innovative techniques to teach young non-native English language learners (NNELLs) about English literature, drawing on the constructivist educational theory that is most relevant to the learning process. (Vygotsky, 1978). According to constructivism, optimal learning happens when students can link new content to their preexisting cognitive frameworks. Thus, educators must consider the experiences and understanding of non-native English language learners (NNELLs) (Bruner, 1966).

The use of culturally responsive teaching, which tries to identify and incorporate students' cultural backgrounds into the educational process, provides another technique for improving learning in this setting (Gay, 2000). As a result, by embracing and respecting the cultural roots of non-native English language learners (NNELLs), educators help students grasp the relationship between English literature and their own personal experiences.

The notion of scaffolding in Vygotsky's Zone of Proximal Development (ZPD) highlights the significance of supporting learners in acquiring learning competences that are beyond their existing abilities (Wood et al., 1976). Cross-cultural scaffolding for NNELLs may involve the use of multilingual aids, visuals, or vocal communication to help students grasp texts (Gibbons, 2002).

#### **1.5 Importance of Research:**

This study investigates how to teach English literature to first-generation NNELLs, a group that is rarely studied in educational research and policy literature (Cummins, 2000). This study addresses a critical information gap. By emphasizing integrated and innovative approaches, this study adds to the existing literature on teaching strategies for different learners.

Furthermore, the study's findings can inform educational practice by offering teachers practical suggestions for improving the English literature learning outcomes of non-native English-speaking learners (NNELLs) (Brown, 2007). Given the linguistic and cultural diversity of students in classrooms, it is necessary to investigate the efficacy of facilitation in encouraging learning for all students (Gándara & Hopkins, 2010).

This study has substantial implications for the concepts of equality and social justice in education. The current study contributes to existing knowledge about the potential of hybrid and creative solutions for closing the achievement gap for non-native English language learners (NNELLs) and promoting the creation of more equitable educational institutions (Banks, 2004). In some countries, language fluency has a significant impact on academic progress and professional success. Efficient English education for all pupils requires both educational logic and social fairness (Phillipson, 1992).

#### **1.6 Objectives of the Study:**

The fundamental research question for this study is if and how hybrid and creative techniques can be used to teach English literature to first-generation non-native English-speaking learners (NNELLs).

The study expressly seeks to achieve the following objectives:

- The goal is to evaluate the ability of first-generation NNELLs to acquire English literature in a blended learning environment.
- The study aims to assess the impact of unique teaching approaches on first-generation English language learners' passion for English literature.
- This study aims to identify problems teachers have when combining blended learning and creativity into English literature instruction for non-native English-speaking learners (NNELLs).
- The study aims to evaluate how NNELLs and their teachers perceive the usage of the BL approach in English literary teaching.

In English literature, it is critical to incorporate and differentiate techniques for first-generation non-native English language learners (NNELLs). These students face challenges that necessitate a shift from traditional ways of learning and teaching to more adaptive, learner-diverse approaches. As a result, by applying existing educational theories and highlighting the practical application of the findings, this study intends to aid the ongoing endeavor to improve learners' academic performance, regardless of language or culture.

## **2. Methodology for Research:**

The goal of this project is to see how blended and creative teaching methodologies affect first-generation NNELLs' understanding and interest in English literature. As a result, the study will use the qualitative research paradigm to provide a detailed description of the effectiveness of instructional approaches without relying on quantitative analysis.

### **2.1 Design of the Study:**

Data collection and analysis are strictly qualitative in order to give thorough documentation of students' and teachers' experiences. The study has two main components: focus group discussions and classroom observations. This approach allows for a more comprehensive assessment of how blended and innovative teaching techniques influence students' learning processes and engagement with the English literature curriculum. The study's goal is to provide a full understanding of the effects of various educational styles and strategies without using quantitative analysis.

### **2.2 Data Collecting Environment:**

The study includes many number of students from secondary schools and colleges in both urban and semi-urban settings to investigate the first generation's participation in English literary assignments. These were chosen to improve the results' relevance and external validity, taking into account their different educational backgrounds. The inclusion of this variation allows researchers to gain a more comprehensive understanding of how diverse environments may influence instructional approaches and their execution.

### **2.3 Methods for Sampling:**

Purposive sampling refers to the deliberate selection of people who can provide additional information regarding the study's topics. The study focused on first-generation non-native English language learners (NNELLS) from high school and first-year college students, examining their academic involvement and interaction patterns. It also chose English literature professors who had taught NNELL students before and were familiar with cutting-edge teaching methodologies. The use of this sampling strategy ensures that a diverse variety of experiences and perspectives are included in the study, putting the quality of the collected data ahead of quantity.

### **Section 2.4: Methods for Data Collection:**

The study performed an in-depth and intimate interviews with students and teachers, aiming to capture the interviewees' first-hand experience with the instructional techniques. The researcher performed these discussions to assess the students' comprehension of how blended and innovative learning approaches affect their learning outcomes. Conducting interviews with the students in the focus group allows for a more in-depth understanding of the group's belief systems, challenges, and viewpoints on teaching approaches. Furthermore, the class observation provides insight into the practical use and efficacy of the instructional strategies.

### **2.5 Methods for Data Analysis:**

This study uses thematic analysis as an approach to uncover themes and patterns in qualitative data. This include transcribing interview data, focus group discussions, and observation notes to aid in interpretation. Thematic analysis allows the study to have a thorough comprehension of how the instructional processes effect the learners as described and recalled.

### **2.6 Validity Evaluation:**

To increase the study's trustworthiness, the following measures are suggested: The utilization of several sources and procedures in triangulation, such as interviews, focus groups, and observation, contributes to increased credibility. Member checking allows participants to confirm the accuracy of the interpretations generated by their responses. Furthermore, the study conducted a preliminary test of the interview and focus group scripts with participants to ensure the questions' accuracy and comprehension.

### **Section 2.7 - Ethical Considerations:**

The study rigorously adheres to a stringent ethical framework in order to respect the rights of the participants. The study ensured anonymity and applied safeguards to secure the acquired data from unauthorized access. The study supports the usage of secure storage systems, which include both digital and physical platforms for each piece of data.

### **Section 2.8: Study Limitations:**

The study has intrinsic limitations, including: Given the study's limited context, the findings cannot be generalized to other institutions or educational settings. Furthermore, data gathered through interviews and focus group discussions, which rely on respondents' perceptions, may be influenced by various biases, including socially desirable bias. The teacher's ability to apply theory and the availability of essential resources may both influence the efficacy of hybrid and creative approaches.

## **3. Findings:**

This section includes the findings from qualitative research on the impact of blended and other innovative teaching approaches on first-generation non-native English language learners (NNELLS) in the field of English literature. This study summarizes the findings from semi-structured interviews, focus group discussions, and classroom observations.

### **3.1 Attitudes and Impressions of Students:**

Semi-structured interviews with first-generation NNELLS provided a wealth of sophisticated and detailed insights regarding the blended and creative teaching approaches used in their English literature classes.

The current study found that integrating technology with traditional teaching methodologies resulted in a significant increase in students' English literary engagement. Some students found the literature's tools, such as online discussions and multimedia, as simple and fascinating to comprehend. These approaches reduced conceptual gaps in understanding complicated texts and provided a more appropriate method of engaging with them.

### **Difficulties and Personal Preferences:**

Student input has shown numerous flaws in the newly accepted approaches. For example, numerous students reported discomfort with the excessive use of digital technologies, preferring traditional approaches in particular learning tasks. Nonetheless, students frequently favoured courses that included traditional and creative components since they could accommodate all sorts of learners.

### **3.2 Observations and Insights of Teachers:**

The researcher sought the opinions of English literature faculty members on teaching methodologies and observed changes in the learning process.

### **Analysis of Implementation and Impact:**

A number of educators reported that employing blended learning strategies increased student engagement and comprehension. The researcher discovered that using these unique tactics encourages active student participation in the learning process, which improves the class's efficacy. The teachers discovered that using varied techniques increased students' involvement in class and capacity to analyze literature.

### **Pedagogical Adaptations:**

Teachers have also raised worry about the applicability of the aforementioned methodologies. The instructors highlighted that the program had the ability to integrate a variety of techniques. The instructors also underlined that the deployment of these approaches is dependent on the alignment of the course's aims and the students' willingness to embrace the move to novel ways of learning.

### **3.3 Classroom Observation of Instruction:**

Classroom evaluations assess the effectiveness of blended and innovative instructional approaches.

#### **Classroom Dynamics:**

The use of technology and educational materials increased student engagement and involvement in the classroom. Students demonstrated higher levels of attentiveness and involvement in lectures that included multimedia and online resources. The increasing degree of student participation and enthusiasm bolstered the findings from the interviews and focus groups.

#### **Obstacles and Adjustments:**

The list below highlights some of the less effective strategies:

The teacher's knowledge with the tools, as well as the classroom setting, are important factors. Occasionally, unforeseen disruptions caused by technological faults or insufficient training hampered the efficiency of ground-breaking solutions. Nonetheless, when properly implemented, these strategies supplement students' already acquired information.

#### **3.4 Thematic Observations:**

Thematic analysis of qualitative data revealed three key themes: Increased engagement, which is linked to mixed learning modalities, was another often discussed topic. Observers and educators found that combining traditional educational approaches with the use of ICT technologies helped the process of knowledge acquisition. Both students and teachers referred to adaptability as flexibility. The survey also found that the use of blended and innovative techniques resulted in a high level of responsiveness to student needs and priorities. The effectiveness of such programs depended on the availability of resources and appropriate training. The highly skilled educators possessed the tools required to properly execute the new strategies.

#### **3.5 An Overview of Results:**

The qualitative evidence reported in this study suggests that first-generation non-native English language learners (NNELs) benefit from blended and creative teaching approaches. While these strategies increase students' attention and understanding, their efficacy and resource availability are unknown. The findings highlighted the importance of mixing traditional and experimental features in educational approaches, with an emphasis on adaptability.

#### **Discourse:**

This study presents the qualitative findings from research on blended and creative teaching approaches used with first-generation non-native English language learners (NNELs) in the field of English literature. The study's goal is to look into how different approaches affect students' attention and comprehension, as well as any challenges that may arise during the process and the implications for academic instruction. The impact of blended learning and innovative teaching methodologies is significant.

Evidence suggests that combining traditional and new teaching techniques improves students' engagement and comprehension of English literature topics. Participants ascribed their improved interest and engagement to the utilization of interactive and multimedia tools in their educational sessions. The combination of traditional teaching and learning methods with technology and other online resources resulted in dramatically increased learner engagement. These findings are consistent with prior studies demonstrating that these approaches can improve the learning process by targeting multiple intelligences and providing material in a variety of ways (Garrison & Vaughan, 2008).

The positive findings of this study support the idea that blended learning has the ability to bridge the gap and help students connect with literature. Students can increase their comprehension of the texts they read by using tactics like group discussions and exercises, allowing them to get a more complete grasp of literature. This discovery confirms that improved pedagogy can help NNELs overcome the problems they have while using traditional teaching approaches (Hattie, 2009).

#### **Examining Challenges and Adaptations:**

Furthermore, the study highlights the potential challenges that may arise during the implementation of blended and innovative teaching approaches. Among the technological challenges discovered in the study were a lack of reliable internet access and insufficient training. These concerns influenced teaching practices and occasionally disrupted learning processes. The research on the use of technology in education focuses on resource availability and teacher readiness (Ertmer & Ottenbreit-Leftwich, 2010).

Furthermore, the efficacy of particular strategies, which varies depending on the teacher's level of skill and classroom conditions, means that their implementation requires careful consideration and guidance. As a result, educators with proper training and access to relevant resources can effectively use the benefits of innovative techniques. Comprehensive professional development and solid support mechanisms are required to help instructors adopt such initiatives.

#### **4. This Study Investigates the Role of Flexibility and Adaptation:**

One of the study's primary results is the importance of adaptation while implementing blended and creative teaching approaches. Both students and instructors noted that not all students respond positively to the same methods. Nonetheless, it is vital to discover the strategies that will best serve the learners' educational needs and learning preferences. This approach is analogous to the differentiated instruction theory, which argues for improved teaching approaches to meet the learner's unique demands (Tomlinson, 2001).

The findings indicate that both traditional and new methods can be more effective in delivering a personalized learning experience. For example, while students benefited from blended learning tools, they also found refuge in traditional teaching methods. As a result, research proposes that a combination of traditional chalk and talk methodologies and creative solutions may be more suitable for the diverse needs of NELLs.

#### **Implications for Pedagogical Practice:**

The findings have practical consequences for teaching. First, instructors should use a variety of teaching strategies to ensure that students demonstrate interest in the class subject and feel included. Interactive and multimedia-based activities have the ability to boost students' engagement with English literature and improve their comprehension of the texts.

Furthermore, professional growth and training are essential components of innovative implementation. Educators require proper support when using novel educational tools and approaches. It includes being acquainted with technology-assisted tools and troubleshooting technical challenges.

Finally, there is flexibility in the educational approaches used in the classroom. To ensure that their methods are effective and appropriate for the learning environment, teachers should be willing to alter their approaches based on student input and needs.

#### **Prospective Areas of Investigation:**

This study may help to guide future research on the impact of mixed and other teaching approaches on students' academic progress and other talents, such as literature comprehension. Furthermore, the study may look at the impact of these techniques on different subgroups of NNELL students in order to determine the results' usefulness in a variety of settings and situations.

Furthermore, future research could look into how certain technology and media effect students' reading skills and intellectual appreciation for literature. Such an approach could help to identify more efficient tools and integrate them into teaching approaches.

#### **5. Conclusion:**

The study on using hybrid and creative ways to teach English literature to the first generation of non-native English-speaking learners (NNELLs) shows how these tactics can improve learners' engagement, understanding, and learning processes. The combination of conventional instructional techniques and contemporary methodologies such as blended learning allows educators to create a more efficient educational environment that meets the needs of a diverse group of students. According to the research, these techniques should be flexible and adaptive, and educators should be equipped with the resources they need to properly execute them.

According to this study, hybrid and innovative treatments show potential but are only effective under certain conditions. Because of differences in teacher expertise, student preparation, and accessible implementation resources, this method is unlikely to be universally effective. However, in order to optimize the efficiency of these instructional methods, a more individualized strategy that considers the specific aspects of each situation is required.

Furthermore, the study emphasizes the importance of considering the potential obstacles that may arise when integrating technology into the educational context. Technical issues and a lack of preparation can also undermine the effectiveness of blended learning, therefore adequate support and ongoing training for teachers is critical. A recent study found that hybrid and innovative teaching approaches can improve the academic performance of first-generation NNELLs. However, these solutions necessitate careful planning, adaptability, and reliable assistance.

#### **Section 5.2: Suggestions:**

The research findings and conclusions inform the following recommendations aimed at improving the efficacy of hybrid and creative teaching approaches for non-native English language learners (NNELLs) in the field of English literature.

Instructors should use an adaptable framework and prioritize students when utilizing blended learning techniques. To do this, educational approaches must be tailored to the students' requirements and learning preferences. By combining traditional teaching methods with computer-based resources, instructors can improve students' learning experiences, making them more efficient and interesting. Educators ensure that students are neither overwhelmed nor insufficiently engaged by tailoring the methods to each individual or group's distinct needs.

The necessity to integrate fresh pedagogical approaches and educational experts emphasizes the importance of continuing professional growth and training. It is vital to give enough professional growth and training. This course should concentrate on technology integration, technical obstacles, and the evolution of both traditional and blended teaching methods. Ongoing professional development and other resources should keep teachers up to date on the latest educational technologies and teaching methods.

#### **Overcoming Technical Challenges:**

Higher education institutions should ensure that they have the required hardware infrastructure to support blended learning apps. This includes providing classroom technology and internet access for both teachers and students. Furthermore, schools must build technical support mechanisms to address any issues that may arise during the introduction of new teaching approaches.

#### **Providing Helpful Student Feedback:**

To evaluate the success of the educational methods used in institutions, student input must be solicited on a regular basis. This feedback can help educators apply necessary changes to their teaching and learning practices to ensure their sustained effectiveness. This strategy allows students to evaluate the process while also allowing the teacher to see the influence of various teaching styles on the learning process by actively engaging the students.

The long-term impacts of hybrid and other educational strategies on non-native English language learners (NNELLs) warrant additional examination. Further research could determine the effectiveness of these approaches in terms of students' academic accomplishment, logical thinking and analysis skills, and enthusiasm in English literature. Such a study would provide a more comprehensive knowledge of the effectiveness of different approaches, as well as help to shape future educational practices.

To effectively implement blended and innovative teaching techniques, educational officials and administrators must have a thorough awareness of the potential benefits and actively contribute to their success. This includes enacting policies that encourage the evolution of curriculum techniques, allocating funding for new technologies, and developing policies related to teacher education and professional development. To ensure the implementation and accessibility of new teaching methods for all students, institutions must provide support for their use.

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