

A Framework for Teaching Mixed classes

Warm up

- How many of you teach mixed classes?
- What are some of the most difficult aspects of this instructional context?
- What are some advantages?

Making mixed class work: The non-negotiables

Both student populations matter:

- Both learner-types benefit from instruction
- Both learner-types contribute to the learning process
- There is positive student interdependence

Native speakers?

Positive student interdependence

Students:

- facilitate each others' efforts to achieve
- share resources
- exert coordinated effort to achieve mutual goals
- forge caring and supportive relationships

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

Making mixed classes work: Essential strategies and tools

Areas to attend to:

- Language – What students can do in the target language
- Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - Homogeneous groups (HLL-only or L2L-only groups)
- Mini-lessons
- Agendas
- Anchoring activities
- Centers

Let's start with the non-negotiables

Both student populations matter:

- Both learner-types benefit from instruction
- Both learner-types contribute to the learning process
- There is positive student interdependence

Native speakers?

**RESEARCH ON MIXED CLASSES:
LEARNING FROM FAILURES AND
SUCCESSSES**

Instruction is designed such that only one population benefits from instruction



(Name of book) does not address the needs of HL but it does a good job at the beginning level where the majority of our students take the (name of language) as general language requirement and where we have less HL (15%) than at more advanced levels (Carreira, 2014).

Let's start with the non-negotiables

Both student populations matter:

- ~~➤ Both learner-types benefit from instruction~~
- Both learner-types contribute to the learning process
- ~~➤ There is positive student interdependence~~

Students see themselves as being in opposition, not interdependent



Both types of students felt ill-at-ease in mixed classes - L2Ls were intimidated by the oral proficiency of the HLLs and the HLLs were intimidated by the grammatical knowledge of the L2Ls (Potowski, 2002).

Students see themselves as being in opposition, not interdependent



I felt like I had to hold back in order to get her to participate. She didn't understand some of the words that I wanted to use and I felt bad using words that she wasn't familiar with so I tried to keep it very simple so she wouldn't feel like the story wasn't hers just as much as it was mine (Henshaw, 2015, p. 262).

I hated the fact that I knew more Spanish. It felt uncomfortable because I think I made my partner feel uncomfortable (Henshaw, 2015, p. 262).

Let's start with the non-negotiables

Both student populations matter:

- Both learner-types benefit from instruction
- ~~➤ Both learner-types contribute to the learning process~~
- ~~➤ There is positive student interdependence~~

Benefits go mostly to one type of learner



Also in Henshaw (2015), the linguistic benefits were greater for L2Ls than for HLLs (see also Blake & Zyzik (2003) and Bowles, Adams & Toth (2014)).

Note: Benefits don't have to be equal all the time. But over the long haul, they should be balanced.

Let's start with the non-negotiables

Both student populations matter:

- ~~Both learner-types benefit from instruction~~
- Both learner-types contribute to the learning process
- There is positive student interdependence

LEARNING FROM SUCCESSES

Both student populations matter



The large majority of HLLs and L2Ls preferred mixed classes over separate (HLL-only or L2L-only) classes Ribadeneira (2014).

Ribadeneira (2014) (cont.)

- “The advantages was the combination of dialect, formal, informal and [slang] used in all the different forms and allowed for second language learners to see the more informal speaking while helping others to learn the more formal speaking.”
- “Being a native speaker I do not focus on grammatical rules. It is good to be exposed to an environment where others can help me focus on these rules.”

Similar comments in other studies

- “Even though I am a native Spanish speaker, I'm not very good with grammar. My partner did help me with some grammatical errors that I had and I appreciated that” (Henshaw, 2015, p. 262).
- “Put us together and we're a great Spanish team, aren't we?” (L2L to HLL) (Bowles, 2011)
- See also Pino and Pino (2000).

Positive student interdependence

Students:

- facilitate each others' efforts to achieve
- share resources
- exert coordinated effort to achieve mutual goals
- forge caring and supportive relationships

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

Positive learner interdependence



Positive learner interdependence

- Doesn't just happen when diverse students come together;
- The instructor must carefully plan out instruction to bring about *cooperative learning*, sometimes referred to as *collaborative* or *reciprocal learning*.

Structuring instructional activities to bring about cooperative learning

- Activities are designed in such a way that group members need each other to complete them;
- Members use interpersonal and small group skills that lead to achieving their goals and maintaining effective working relations.

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

What about competition?

- Can't it push learners to try harder and also be fun?
- Yes, we will look at this point at the end of this presentation.
- Reminder: (1) Native speakers, (2) Competition and cooperation

Discussion

- What types of activities have worked for you from the point of you creating positive student interdependence?
- What kinds of classroom management issues come up in relation to those activities?

DESIGNING ACTIVITIES FOR POSITIVE STUDENT INTERDEPENDENCE

Some elements of cooperative teams

- **Activities are designed in such a way that group members need each other to complete them;**
- Members use interpersonal and small group skills that lead to achieving their goals and maintaining effective working relations.

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

A COMPARATIVE LOOK AT HLLS AND L2LS

HLLs linguistic strengths and needs are a function of

- The context of learning: **naturalistic setting, primarily the home,**
→ **informal, home register, perhaps non-standard**
- The timing of learning: **early years, diminished or discontinued upon starting school (with individual variation)**
→ **similar to the language of children, with regard to early - acquired features (e.g. phonology, some vocabulary and linguistic structures, functional skills)**
- The amount input: **less than native speakers but more than L2Ls**
→ **incomplete knowledge of the HL. Missing features are those acquired by children during the school-age years e.g. complex syntax, semantics, and pragmatics, as well as command of different spoken and written registers)**
- The type of input: **oral, informal, spontaneous,**
→ **implicit knowledge of the HL, aural language**

L2Ls linguistic strengths and needs

- The context of learning: **school**
 - formal, standard, academic, rehearsed, controlled
- The timing of learning: **adolescence, early adulthood**
 - adult-like with respect to certain features (e.g. vocabulary, register)
- The amount input: **less than both native speakers and HL learners**
 - incomplete with respect to features acquired early in life e.g. phonology, every day registers, etc.
- The type of input: **formal, focused on form, written**
 - explicit knowledge of rules and the written language

HLLs and L2Ls tend to have complimentary skills and needs

HLLs

L2Ls

The context of learning: **primarily, home**
→ **informal, home register, non-standard, spontaneous**

The context of learning: **school**
→ **formal, standard, academic, rehearsed, controlled**

The timing of learning: **early years, diminished or discontinued upon starting school**
→ **in some ways similar to the language of children**

The timing of learning: **adolescence, early adulthood**
→ **adult-like with respect to certain features**

The amount input: **less than native speakers but more than L2 learners**
→ **incomplete with respect to late-acquired items, e.g. relative clauses**

The amount input: **less than native speakers and HLLs**
→ **incomplete with respect to certain features, e.g. phonology**

The type of input: **oral, informal, spontaneous**
→ **implicit knowledge of the HL**

The type of input: **formal, focused on form**
→ **explicit knowledge of rules**

**Two studies by Melissa Bowles
highlight the pedagogical
significance of this information**

Two studies of paired interactions between HLLs and L2Ls (Bowles 2011)

- HLLs and L2Ls were matched for proficiency;
- They worked together on a two-way information gap activity (also called jigsaw);
- In terms of linguistic benefits, in the first study L2 learners benefited more from the activity than HL learners;
- In the second study, both types of learners benefited equally from the activity.

First study:
L2Ls benefited more from the activity



Second study:

Both learners benefited from paired interactions



What made the difference?

Material + task

- Material: HLLs are more familiar with home vocabulary; L2Ls, on the other hand, are more familiar with academic vocabulary;
- Task: HLLs are better at tasks that tap into intuitive use of language; L2Ls, on the other hand, do better at tasks that require meta-linguistic knowledge (explicit knowledge of rules).

First study: Mostly L2Ls benefited



Materials: A picture of a kitchen (home vocabulary)

Tasks: Information gap activity involving only oral tasks;

HLLs already knew this, so they did not gain much new knowledge. L2Ls benefitted from HLLs' expertise. Only L2Ls were in their ZPD.

Second study: Both HLLs and L2Ls benefited

Materials: A picture of a school cafeteria (general vocabulary)

Tasks: Information gap activity involving oral and written tasks;

Vocabulary was unknown to both learner types, so both benefitted. Oral task benefitted L2Ls. Written task benefitted HLLs. Both learners were in their ZPD



Take home lesson from Bowles (2011) about mixed dyads

- Take advantage of the complimentary strengths and needs of HLLs and L2Ls;
- When designing activities, include tasks that:
 1. are challenging for L2Ls and that HLLs can help with, and
 2. are challenging for HLLs and L2Ls can help with.

But this is not enough...

- You have to assign the harder task to each learner;
- Hold both students accountable for contributing to the activity by using their expertise to help the other learner;
- And pre-teach the language and skills needed to engage in cooperative learning.

EXAMPLES OF ACTIVITIES

Cloze activity: HL-L2 learner groupings

My great-grandmother. I _____ liked to have known her, a wild, horse of a woman, so wild she _____ marry. Until my great-grandfather _____ a sack over her head and _____ her off. Just like that, as if she _____ a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She _____ out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she _____ the best with what she got or was she sorry because she _____ be all the things she wanted to be.

Say it	Write it

Other common activities

- Discussing family traditions in small groups
- Watching a music video
- What type of learner will be most challenged?
- Can you think of an add on for the other learner?

Adaptations for mixed groups

Basic activity	Linguistic knowledge needed to complete the basic activity and learner comparison	Add-ons to create learner interdependence
Discussing family traditions in small groups	Home language; Easier for HLLs/challenging for L2Ls	Writing a comparison of the different traditions of the group members; Easier for L2Ls/challenging for HLLs
Watching a music video	Intuitive, spontaneous language ; Easier for HLLs/challenging for L2Ls	A form-focused activity such as analyzing the verb forms of the piece, transcribing or translating a portion of it, or writing a summary for a TV guide; Easier for L2Ls/challenging for HLLs

**You can also get a lot of ideas
from your students...**

Recall these quotes from Ribadeneira (2014)

- “The advantages was the combination of dialect, formal, informal and [slang] used in all the different forms and allowed for second language learners to see the more informal speaking while helping others to learn the more formal speaking.”
- “Being a native speaker I do not focus on grammatical rules. It is good to be exposed to an environment where others can help me focus on these rules.”

“The advantages was the combination of dialect, formal, informal and [slang] used in all the different forms and allowed for second language learners to see the more informal speaking while helping others to learn the more formal speaking.”

Basic activity	Linguistic knowledge needed to complete the basic activity and learner comparison	Add-ons to create learner interdependence.
Reading an essay on conservation.	Academic language; Easier for L2Ls/challenging for HLLs.	Creating an ad campaign for young children (informal language); Easier for HLLs/challenging for L2Ls.

“Being a native speaker I do not focus on grammatical rules. It is good to be exposed to an environment where others can help me focus on these rules.”

Basic activity	Linguistic knowledge needed to complete the basic activity and learner comparison	Add-ons to create learner interdependence.
Reading a grammar explanation from a textbook and completing a basic practice exercise.	Explicit knowledge of the rules; Easier for L2Ls/challenging for HLLs.	Picking out instances of the grammar point in spontaneous language; i.e. movie, TV show. Easier for HLLs/challenging for L2Ls.

But even with all of this...

- Henshaw (2015) reminds us that “even when the task includes a writing component, HL learners may not benefit as much from the interaction as L2 learners” (p. 266).
- Hypothesis and solution offered by Henshaw:
Hypothesis: HLLs might not trust the L2Ls’ assistance;
Solution: To maximize learning opportunities for both learners the instructor could provide guidance regarding the value of feedback.

This relates to an earlier point

- You have to assign the harder task to each learner;
- Hold both students accountable for contributing to the activity by using their expertise to help the other learner;
- And pre-teach the language and skills needed to engage in cooperative learning.

Recapping

- Mixed classes succeed when there is *positive interdependence* between HLLs and L2Ls;
- To create positive interdependence think in terms of designing activities that take advantage of HLLs' and L2Ls' complimentary knowledge and skills.

However, keep in mind...

- It is important to remember that “many of the gaps in heritage learners’ morphosyntactic knowledge are also problem areas for L2 learners of Spanish” (Bowles, 2011, p. 34).
- This means that HLLs and L2Ls won’t always have complimentary needs and strengths. In some cases, they will have similar linguistic needs. In these cases, both types of learners will need instruction on the same topics, though they may need different types of instructional interventions.

L2 vs. HL explanations...

(adapted from Beaudrie, Ducar, & Potowski, 2011)

L2 Explanation

To form the imperfect, look at the infinitive, take off the ending, and

(1) if it's an –ar verb, add
-aba, -abas, -aba, ábamos,
-aban

(2) if it's an –er or an -ir
verb add, -ía, -ías, -ía, -
íamos, -ían

HL Explanation

To figure out if a past tense verb is in the imperfect, decide if it sounds better in (1) or (2). If (2), it's probably a imperfect verb.

(1) *Una sola vez*

_____)
(only once _____)

(2) *Cuando podía* _____

(whenever he/she could
_____)

Where we are:

Areas to attend to:

- ✓ Language – What students can do in the target language
- Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - ✓ Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - Homogeneous groups (HLL-only or L2L-only groups)
- Mini-lessons
- Agendas
- Anchoring activities
- Centers

**UP NEXT:
LEARNING AND HOMOGENEOUS
GROUPS**

Making Mixed Classes Work

Areas to attend to:

- ✓ Language – What students can do in the target language
- Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - ✓ Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - **Homogeneous groups** (HLL-only or L2L-only groups)
- Mini-lessons
- Agendas
- Anchoring activities
- Centers

How many times has this happened to you?

- You want to practice the past tense...
- You ask students...What did you do last night?
- The L2L answers...
I studied, I had dinner, I talked to my mom...
- The HLL answers...
Oh, I don't know – not much, I'm always tired in the evening. I prefer to work early in the morning.

HLLs and L2Ls approach learning tasks in very different ways (Torres, 2013)

HLLs are oriented primarily to the content of the task – i.e. are concerned with interpreting the meaning of the prompts rather than learning language (grammar).

L2Ls focus on form. In this particular study, they recognized that the task presented contrasting forms of the subjunctive and indicative.

“HLLs’ processed the input provided by the task as authentic content rather than directing their attention to establishing new form-meaning connections” (Torres, 2013).

The essence of the problem



Why this matters

HLLs' orientation to content over form, reduces their reactivity to form-focused instruction, particularly as compared to L2Ls.

There is also the issue of *Disciplinary literacy*

- The knowledge and skills associated with particular school subjects (Moje 2008; Shanahan & Shanahan 2008).
- In the foreign languages, disciplinary literacy includes knowledge of **grammatical terminology and rules**, as well as the **ability to derive benefit from common pedagogical interventions** such as task-based activities and grammar explanations and drills.

Disciplinary literacy also connects with reactivity to instruction

“My French foreign language students know grammar better than my heritage speaker students. On exams, they can always **fill in the correct forms** of the **subjunctive** or the **imperfect**, but the heritage speakers cannot”
(Beaudrie, Ducar, & Potowski, 2014, p. 157)
(emphasis added)

Disciplinary literacy in mixed classes

- L2Ls have more of it than HLLs...
because L2Ls tend to have more experience with the target language in a formal context.
- This puts HLLs at a disadvantage, relative to L2Ls.
This disadvantage is compounded by HLLs' lack of attention to form-function instruction.

Why this matters

- Research indicates that form-focused instruction and explicit grammar instruction is beneficial to HLLs (as well as being beneficial to L2Ls).

Song, O'Grady, Cho, & Lee, 1997;

Song et al. 1997;

Potowski, Jegerski, & Morgan Short, 2009;

Montrul & Bowles, 2009

- These skills are essential to performing in class exams and other assessments.

Recall:

“My French foreign language students know grammar better than my heritage speaker students. On exams, they can always **fill in the correct forms** of the **subjunctive** or the **imperfect**, but the heritage speakers cannot”
(Beaudrie, Ducar, & Potowski, 2014, p. 157)
(emphasis added)

To make mixed classes work for HLLs

We need to address these two areas of learning or reactivity to instruction:

- Orientation to content over form (Julio Torres, 2013)
- Disciplinary literacy (grammatical terminology & routines and strategies of language learning)

**THIS BRINGS US TO ANOTHER
GROUPING STRATEGY**

Making Mixed Classes Work

Areas to attend to:

- ✓ Language – What students can do in the target language
- ✓ Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - ✓ Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - **Homogeneous groups** (HLL-only or L2L-only groups)
- Mini-lessons
- Agendas
- Anchoring activities
- Centers

The general idea

- ✓ Heterogeneous/mixed groups for cooperative teaching and learning;
- **Homogeneous groups** (HLL-only and L2L-only) to create the conditions for both types of learners to participate in and derive benefit from all instructional activities. In particular, to prepare them to engage in cooperative learning tasks.

Going back to two examples

- The past tense activity;
- The cloze test

The past tense activity

- You want to practice the past tense...
- You ask students...What did you do last night?
- The L2L answers...
I studied, I had dinner, I talked to my mom...
- The HLL answers...
Oh, I don't know – not much, I'm always tired in the evening. I prefer to work early in the morning.

Cloze activity: HL-L2 learner groupings

My great-grandmother. I _____ liked to have known her, a wild, horse of a woman, so wild she _____ marry. Until my great-grandfather _____ a sack over her head and _____ her off. Just like that, as if she _____ a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She _____ out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she _____ the best with what she got or was she sorry because she _____ be all the things she wanted to be.

Say it	Write it

In short,
to ensure that HLLs are onboard

we need to focus their attention on the instructional objectives and give them the background knowledge they will need to participate in the activities of the class.

The tool: The mini-lesson

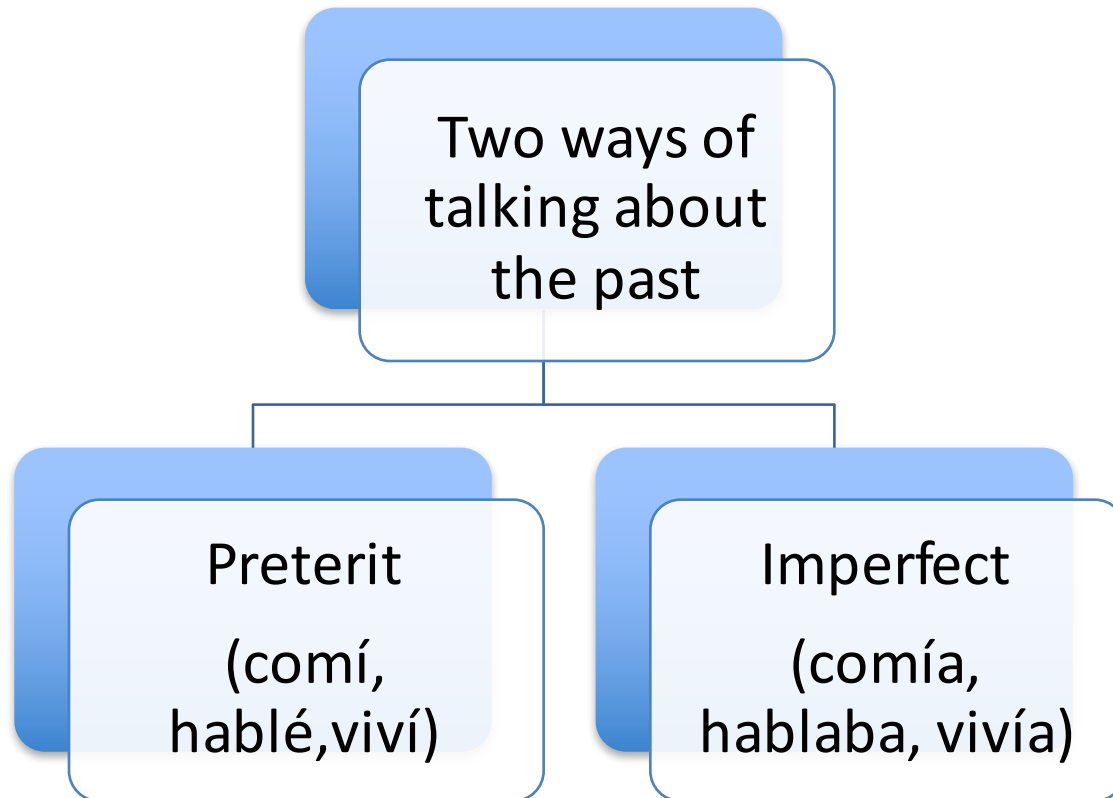
The teacher meets with a part of the class to provide targeted instruction and practice.



What would go into a mini-lesson for HLLs?

- Recall from Potowski (2002) HLLs were intimidated by the grammatical knowledge of the L2Ls.
- Recall from Torres (2013) that HLLs are not oriented toward form-focused instruction.
- Use the mini-lesson to teach grammatical terminology and provide other background knowledge that HLLs need to participate in the activities, and to draw HLLs' attention to form-focused instruction.

For disciplinary literacy: Teach grammatical terminology



Recall: L2 vs. HL explanations...

(adapted from Beaudrie, Ducar, & Potowski, 2011)

L2 Explanation

To form the imperfect, look at the infinitive, take off the ending, and

(1) if it's an –ar verb, add
-aba, -abas, -aba, ábamos,
-aban

(2) if it's an –er or an -ir
verb add, -ía, -ías, -ía, -
íamos, -ían

HL Explanation

To figure out if a past tense verb is in the imperfect, decide if it sounds better in (1) or (2). If (2), it's probably a imperfect verb.

(1) *Una sola vez*

(only once _____)

(2) *Cuando podía* _____

(whenever he/she could

_____)

To get HLLs to focus on form: Give them a map of learning

- In this unit, you should focus on the past tense (**preterit and imperfect**).
- In particular, you will need to know how to (1) **conjugate irregular** verbs, (2) spell the verbs on the list, and (3) understand the rules that govern the use of the preterit and the imperfect, and (4) be able to use the two verb forms.

Use the mini-lesson to give HLLs a map of learning and grammatical terminology before they work with L2Ls

My great-grandmother. I _____ liked to have known her, a wild, horse of a woman, so wild she _____ marry. Until my great-grandfather _____ a sack over her head and _____ her off. Just like that, as if she _____ a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She _____ out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she _____ the best with what she got or was she sorry because she _____ be all the things she wanted to be.

Say it	Write it

**ALSO, USE THE MINI-LESSON TO
PREPARE STUDENTS TO OPERATE
EFFECTIVELY IN GROUPS**

Recall

- Henshaw (2015) reminds us that “even when the task includes a writing component, HL learners may not benefit as much from the interaction as L2 learners” (p. 266).
- Hypothesis and solution offered by Henshaw:
 - Hypothesis: HLLs might not trust the L2Ls’ assistance;
 - Solution: To maximize learning opportunities for both learners the instructor could provide guidance regarding the value of feedback.

This involves...

- The "basic" rationale for group work in the subject (eg. why group work is required in this subject)
- What the group assignment will involve (eg. what the deliverables are)
- The learning outcomes of group work (eg. what knowledge, skills and abilities the student will be expected to learn through group work).
- How members will be selected into groups and why

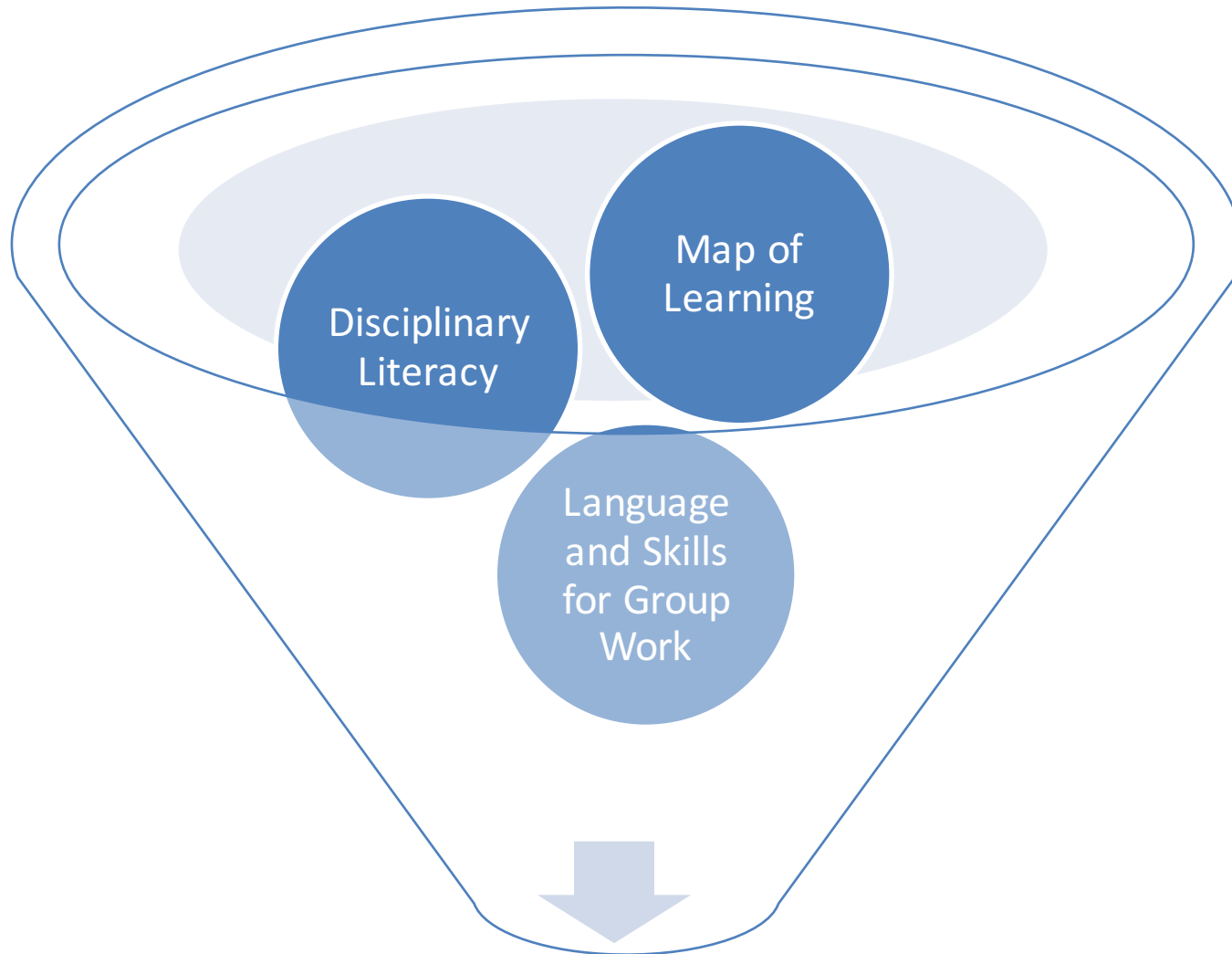
Recall:

Some elements of cooperative teams

- Activities are designed in such a way that group members need each other to complete them;
- **Members use interpersonal and small group skills that lead to achieving their goals and maintaining effective working relations.**

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

In short, pre-teach



To prepare HLLs to work with
L2Ls

**WHAT ABOUT A MINI-LESSON FOR
L2LS?**

Recall: Students see themselves as being in opposition



I felt like I had to hold back in order to get her to participate. She didn't understand some of the words that I wanted to use and I felt bad using words that she wasn't familiar with so I tried to keep it very simple so she wouldn't feel like the story wasn't hers just as much as it was mine. (Henshaw, 2015, p. 262)

I liked having someone to work with, but my partner had a much better vocabulary than I did. I felt unhelpful (Henshaw, 2015, p. 262).

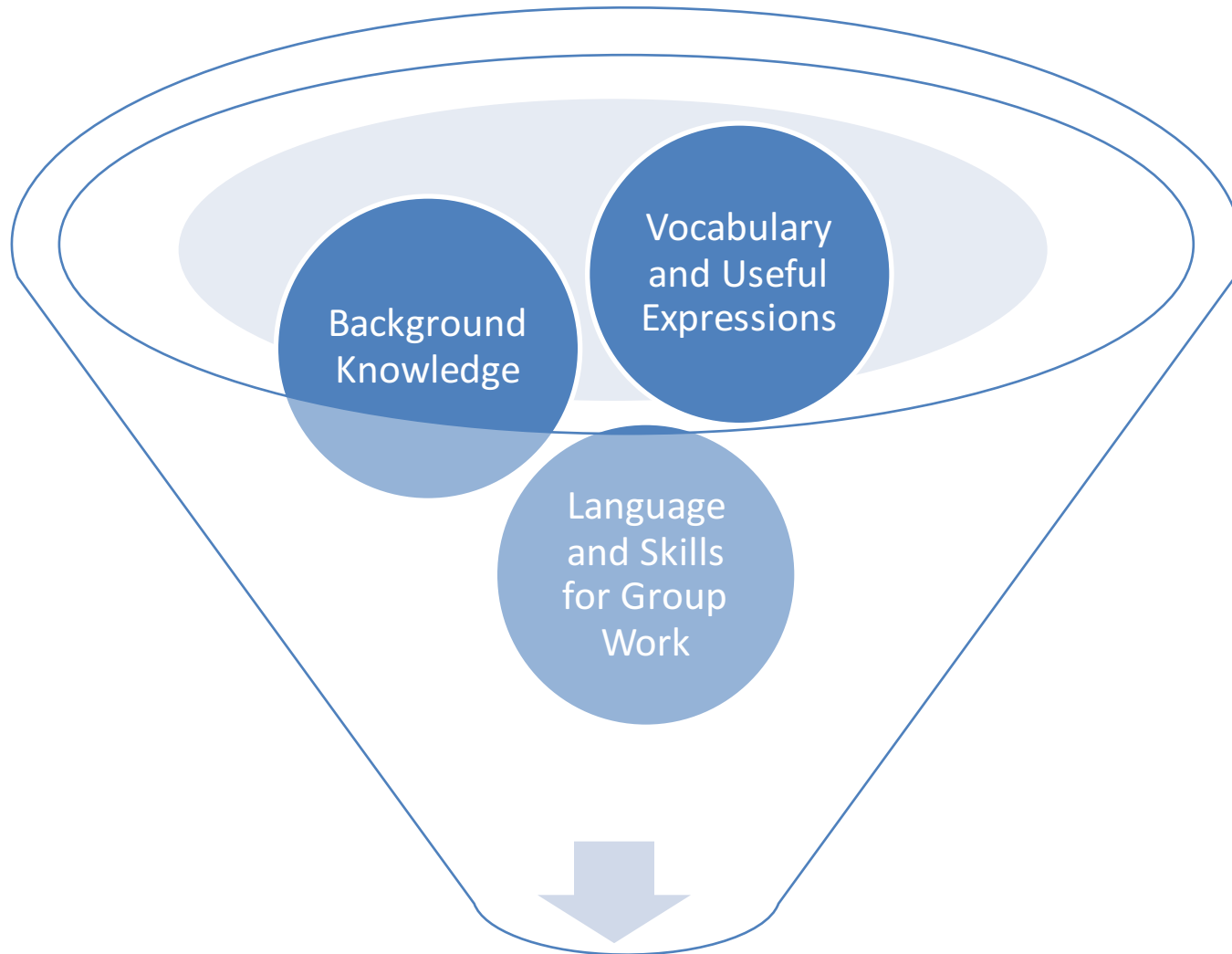
A mini-lesson for L2Ls

To prepare L2Ls for semi-authentic, communicate activities. Use the mini lesson to give them the knowledge and skills they will need to work alongside HLLs, e.g. pre-teach:

- vocabulary and useful expressions;
- background knowledge of the target culture.



In short, pre-teach

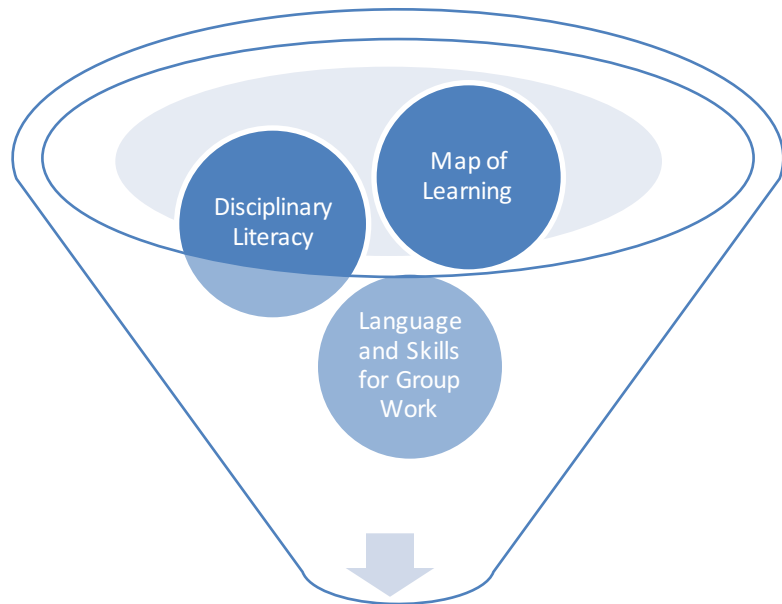


To prepare L2Ls to work with
HLLs

In sum:

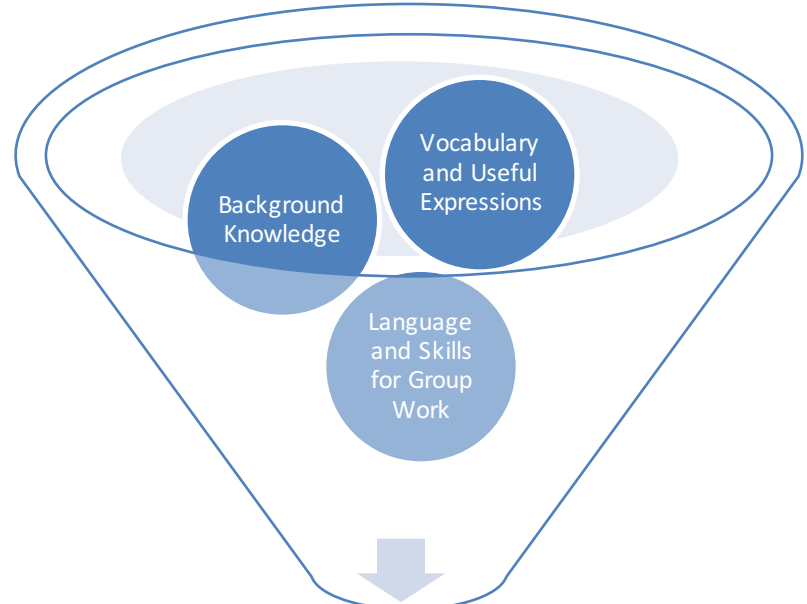
Two different preparation processes

To prepare HLLs to work with L2Ls



Cooperative Learning

To prepare L2Ls to work with HLLs



Cooperative Learning

The idea behind homogeneous groups is

- Use them to create the conditions for both types of learners to participate in and derive benefit from instruction, either in cooperative learning groups or whole-class format;
- Mini lessons are a useful tool. (We will explore other tools.)

Recapping

Areas to attend to:

- ✓ Language – What students can do in the target language
- ✓ Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - ✓ Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - ✓ **Homogeneous groups** (HLL-only or L2L-only groups)
- ✓ Mini-lessons
- Agendas
- Anchoring activities
- Centers

**UP NEXT: ISSUES PERTAINING TO
GROUP MEMBERSHIP**

Making mixed classes work

Areas to attend to:

- ✓ Language – What students can do in the target language
- ✓ Learning – Students' reactivity to instruction
- Group membership – Affect, aspirations, and culture

Strategies and tools:

- Flexible grouping
 - ✓ Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - ✓ Homogeneous groups (HLL-only or L2L-only groups)
- ✓ Mini-lessons
- Agendas
- Anchoring activities
- Centers

What we mean by group membership

Affect, motivation, and culture:

Identity, family relations, community belonging, navigating two cultures and languages, aspirations, cultural practices and perspectives, culture with a big C, etc.

These issues are very important for HLLs

- According to He (2006) identity is “the centerpiece rather than the background of HL development” (7).
- Carreira and Kagan, 2011:
Top three reasons why HLLs study their HL:
 - Finding identity
 - Communicating with family and friends in the U.S.
 - Communicating with speakers of the HL outside the U.S.

See also: Feuerverger (1991), Schwarzer and Petrón (2005), Beaudrie, Ducar, and Relaño-Pastor (2009)

In high school I was one of very few Latinos. My friend and I were called the "Mexican kids". This was always funny to me because my Dad's family always told me I was American. In school I was labeled Mexican, but to the Mexicans, I am an American. I am part of each, but not fully accepted by either. In high school, I was considered Mexican because I spoke Spanish but I was considered "Pocho" by my Dad's family because my Spanish was not up to their standard. It's this weird duality in which you are stuck in the middle. Latinos are often told that they are not Americans but also that they are not connected to their heritage. **You take pride in both cultures and learn to deal with the rejection. You may never be fully embraced by either side. That's why you seek out other people like yourself. Socializing with people who share a common experience helps you deal with this experience.**

(Carreira and Beeman, 2014, p.88)

However

these types of issues are not given enough prominence in HL courses (Beaudrie, 2011).

This alerts us another reason for separating HLLs

- To give them a forum to address issues relating to group membership (i.e. affect, motivation, culture, etc.) among themselves.

Brief review

- What were some of the themes identified earlier that are most engaging to HL learners?;

Leveraging Differences

- Does this mean that we should always separate HLLs and L2Ls when issues of this type are involved?
- No, this would squander one of the most valuable resources of mixed classes → the variety of perspectives.

One thing I have noticed is that Latino parents usually don't have American friends and American parents, don't have Latino friends. Because these two groups don't get together, they don't get to know each other. My parents are very protective of me... The funny thing is that my parents didn't even realize that they were strict. They just thought that that was the normal way of being. This is because they only talked to other Latino parents who acted the same. They knew nothing about how American parents viewed things or behaved.

I had a friend Gabriela whose parents my friends had known for over ten years. One day, I asked them if I could sleep over at her house and they said "no". Another time, a friend named Karen asked to sleep over at our house. Karen just picked up her phone called her mom. Just like that, the mom said it was fine. My parents asked me when Karen's parents would be calling to talk to them. They became confused when I told them that they were not going to call. I told them that they already knew, because Karen had told them.

Still confused, my dad insisted: But don't they want to talk to us briefly to get to know us or to check that their daughter is not misleading them? Karen asked me what was going on and I told her. I don't remember her exact words but she said something to the effect that my family was a little weird. That's when I realized that my parents don't understand how they look to American parents. I realize that my parents did what they did to protect me. But Americans don't view this behavior as an act of caring. They view it as worrying about insignificant things. (Carreira and Beeman, 2014, p. 95)

How does this relate to mixed classes?

These kinds of reflections alert us to one of the greatest benefits of mixed classes:

the variety of perspectives can greatly enrich language learning in ways that go well beyond what typically happens in an L2 class.

**TOOLS AND STRATEGIES FOR
FACILITATING THE EXCHANGE OF
PERSPECTIVES**

Activity

- Get together by language;
- Within the same language, separate into two groups, one representing HL learners, and the other L2 learners.
- The HL learners discuss the prompt among themselves;
- The L2 learners discuss the prompt among themselves;

What are some stereotypes about the US and the target culture regarding child rearing, etc.?

- HL learners
- L2 learners

Step 1: Separate the two groups for a first pass over prompt

HLLs

Purpose of this grouping strategy:

HLLs get to discuss the issues among themselves in a way that is meaningful to them, addresses their lived experiences, and responds to their unique affective needs.

L2Ls

Purpose of this grouping strategy:

L2Ls get to preview and practice the language they will need to participate in discussions alongside HLLs.

Purpose of this step

To create the conditions for cooperative learning between HLLs and L2Ls:

1. Give L2Ls necessary language;
2. Give HLLs the opportunity to address their affective needs.

Activity

- Get together by language;
- The HL learners and L2 learners discuss the prompt together;
- They fill out a Y-chart.

HL and L2 learners fill out a Y-chart

Prompt: What are some stereotypes about the US and the target culture regarding child rearing, etc.?

Y Chart

In target culture	In US culture
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Similarities	

Step 2: HLLs and L2Ls come together

- HLLs and L2Ls discuss the issues together (either as a whole class or in small mixed groups)
- A Y-chart is completed, drawing on the insights of each type of learner.

Y Chart

The Y-chart is a diagram shaped like a 'Y'. The top two arms of the 'Y' are trapezoidal and labeled 'In target culture' and 'In US culture'. Each arm contains five horizontal lines for writing. The bottom stem of the 'Y' is a rectangular box labeled 'Similarities' and contains six horizontal lines for writing. A vertical dashed line runs down the center of the chart, separating the two culture columns and meeting the 'Similarities' section at the bottom.

Purpose of Step 2

To create positive student interdependence:

Students benefit from each others' expertise and perspectives.

Note that this would not happen unless L2Ls are given the opportunity to work separately ahead of time. Recall from Potowski (2002) that L2Ls were intimidated by the oral proficiency of the HLLs.

Step 3: The exit card

Prompt:

Explain one idea that you found particularly interesting or valuable from the discussion.

The idea behind Step 3

- Promotes positive interdependence;
Allows for *group processing* (What did we accomplish by working together? How could we do even better?);
- Gives feedback to the instructor that can help fine-tune instruction.

In short, this activity exemplifies key elements of cooperative teams

- Activities are designed in such a way that group members need each other to complete them, e.g. the Y chart;
- Members use interpersonal and small group skills that lead to achieving their goals and maintaining effective working relations; the exit card promotes this.

(Johnson, D., Johnson, R. and Smith, K. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4)

TO REITERATE THE THREE STEPS

Step 1: Separate the two groups for a first pass over prompt

HLLs

Purpose of this grouping strategy:

HLLs get to discuss the issues among themselves in a way that is meaningful to them, addresses their lived experiences, and responds to their unique affective needs.

L2Ls

Purpose of this grouping strategy:

L2Ls get to preview and practice the language they will need to participate in discussions alongside HLLs.

Step 2: HLLs and L2Ls come together

- HLLs and L2Ls discuss the issues together (either as a whole class or in small mixed groups)
- A Y-chart is completed, drawing on the insights of each type of learner.

Y Chart

The Y-chart is a diagram shaped like a 'Y'. The top two arms of the 'Y' are trapezoidal and labeled 'In target culture' and 'In US culture'. Each arm contains five horizontal lines for writing. The bottom stem of the 'Y' is a rectangular box labeled 'Similarities' and contains six horizontal lines for writing.

Step 3:

Reflection (The exit card)

Prompt:

Explain one idea that you found particularly interesting or valuable from the discussion.

- Promotes positive interdependence;
Allows for group processing (What did we accomplish by working together? How could we do even better?);
- Gives feedback to the instructor that can help fine-tune instruction.

Note: What makes this activity work is

that students are prepared to engage in cooperative learning. Preparation takes place in **homogeneous groups** (HLL only and L2L only) prior to the team activity.

In sum...

The sequence is:

- (1) Separate HLLs and L2Ls, as needed to give them whatever they needs to benefit from and contribute to the activities of the class.
- (2) Bring the two types of learners together for cooperative learning tasks, where both types of learners can contribute to and benefit from the task.

Before closing this discussion...

- Using HLLs as cultural experts;

Using HLLs as cultural experts

Positives:

Positions HLLs as cultural experts, improves self esteem, highlights multiplicity of perspectives and experiences of HLLs.

Negatives

(1) Singles out HLLs:

My teacher would always call on me: “How does YOUR family call this? Does YOUR grandma kill chickens, too? What do YOU do on día de muertos [day of the dead]?” I started to feel like a Hispanic poster child. I just wanted to be left alone.

(Beaudrie, Ducar, Potowski, 2014)

(2) Leaves out L2Ls:

Recall that in cooperative learning tasks *both types of learners should contribute and benefit from the task.*

A better approach: Compare and contrast

- A compare-and-contrast approach between the target culture and the US culture gives BOTH types of learners the opportunity to give input to the discussion.
- A particular kind of compare and contrast – namely one involving stereotypes – can be very enlightening.
- This creates a template for the design of cultural activities.

Recapping

Areas to attend to:

- ✓ Language – What students can do in the target language
- ✓ Learning – Students' reactivity to instruction
- ✓ Group membership – Affect, aspirations, and culture

Strategies and tools:

- ✓ Flexible grouping
 - Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - Homogeneous groups (HLL-only or L2L-only groups)
 - Whole class
- ✓ Mini-lessons
- Agendas
- Anchoring activities
- Centers

**UP NEXT: TOOLS FOR MANAGING
FLEXIBLE GROUPING**

Making mixed classes work

Areas to attend to:

- ✓ Language – What students can do in the target language
- ✓ Learning – Students' reactivity to instruction
- ✓ Group membership – Affect, aspirations, and culture

Strategies and tools:

- ✓ Flexible grouping
 - Heterogeneous/mixed groups (groups with HLLs and L2Ls)
 - Homogeneous groups (HLL-only or L2L-only groups)
 - Whole class
- ✓ Mini-lessons
 - Agendas
 - Anchoring activities
 - Centers

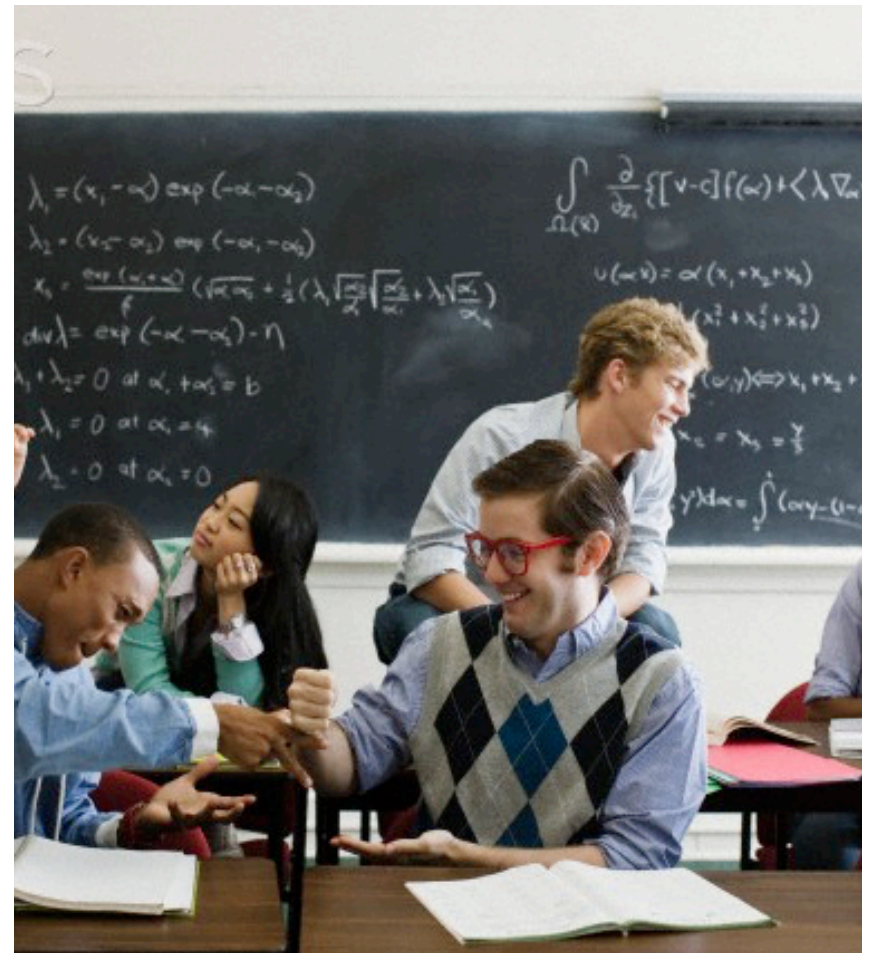
Classroom management

In curriculum and instruction are the heart and limbs of sound teaching, then classroom management is the central nervous system. Without the heart there is not life, but without the nervous system there is no function.

(Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the needs of all learners.*)

Without the proper tools...

What can happen while you're giving a mini-lesson to a group of students...?



Tools and strategies that support mini-lessons

- Tools:

Agendas

Anchoring activities

Learning Centers

- The strategy:

Students who are not engaged in a mini-lesson work on their agenda or anchoring activity or at a center.

Agendas

- **What it is:**

A to-do list

- **What it does:**

Support mini-lessons/flexible grouping

Make it possible to vary pacing

Sample agenda from my class (an HL class)

Date due: (usually in 1-2 weeks)

Work to be completed:

- Workbook # 7, 8, 9, 10 (HOMEWORK)
- Textbook, read “Mi nombre” and answer questions 1-7. Use a spell check. (HOMEWORK)
- Prepare a “Sum it up” card for this unit. (HOMEWORK)
- Blackboard, #1, 2. Must be completed with a grade of 90% or better. (ONLINE EXERCISES, CENTER)

Agendas

- **What it is:**

A to-do list

- **What it does:**

Support mini-lessons/flexible grouping

Make it possible to vary pacing

Tools for managing mini-lessons

- Agendas
- Anchoring activities
- Learning Centers

Anchoring activities

- **What it is:**

A multi-step project or assignment that students work on over a period of time, individually or in small groups.

- **What it does:**

Support mini lessons / flexible grouping
Respond to learner interest.

Sample anchoring activities

- Silent reading
- Journaling
- A long-term project, e.g. creating a play or skit; writing an essay; preparing for a presentation; researching a topic, etc.

Anchoring activities

- **What it is:**

A multi-step project or assignment that students work on over a period of time, individually or in small groups.

- **What it does:**

Support mini lessons / flexible grouping
Respond to learner interest.

Tools for managing mini-lessons

- Agendas
- Anchoring activities
- Learning Centers

Learning Centers

- **What it is:**

A space, either physical or virtual, offering a variety of activities and materials for students to work independently or with other students to review and expand on the material presented in the classroom.

- **What it does:**

Differentiate *process* by providing any number of additional resources.

Support mini lessons / flexible grouping

Components of a Learning Center



- Activities that practice particular points
- Authentic materials
- Old tests
- Samples of student work

Learning Centers

- **What it is:**

A space, either physical or virtual, offering a variety of activities and materials for students to work independently or with other students to review and expand on the material presented in the classroom.

- **What it does:**

Differentiate *process* by providing any number of additional resources.

Support mini lessons / flexible grouping

Summarizing

- The greatest promise of mixed classes:
Cooperative learning
- The greatest threat to their success:
Differences between HLLs and L2Ls in the areas of language, learning, and group membership that prevent both types of learners from fully participating in the activities of the class, including group work.

Summarizing (cont.)

- To contend with these differences: separate learners, i.e form HLL-only and L2L-only groups. Think in terms of giving each type of learner what they will need to (a) fully participate in and benefit from instruction and (b) work in a cooperative learning task.
- Tools that support the two grouping strategies, and more broadly the general vision outlined here, include: mini-lessons, agendas, anchoring activities, learning centers, exit cards.

Recall: Outstanding issues

- (1) Native speakers: What can we do with them?
- (2) Competition and cooperation: When/how to incorporate each.

References

- Bowles, M. (2011). Exploring the role of modality: L2-heritage learner interactions in the Spanish Language Classroom. *The Heritage Language Journal*, 8, 1, 30-65.
- Carreira, M. (in press). Supporting Heritage Language Learners Through Macro-based approaches. In S. Beaudrie and M. Fairclough (eds.) *Innovative Approaches in HL Pedagogy: From Research to Practice*. Georgetown University Press.
- Carreira, M. (in press). Approaches and strategies for Teaching Heritage Language Learners: Focus on mixed classes. In D. Pascual y Cabo (Ed.) *Advances in Spanish as a Heritage Language*. John Benjamins [Studies in Bilingualism Series].