

Attending to the Needs of Heritage Language Learners in Mixed Classrooms

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- As you listen to Arturo, jot down anything you hear that bears on HL teaching:

<http://youtu.be/39d6Lb2f2Aw>

Overview of the principles, approaches, and applications that I will present today

- Know your learners;
- Strive for Rich Classroom discourse by choosing and using materials with a view towards making learning meaningful, engaging, and accessible to all learners;
- Make students active and autonomous partners in what happens in the classroom;
- Differentiate learning according to learner needs;
- Design courses and curricula that make linguistic and demographic sense.

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Definitions:

Who is a heritage language learner?

- Narrow definitions – based on proficiency
- Broad definitions – based on affiliation

Sources of information on learners

Definitions + linguistic studies

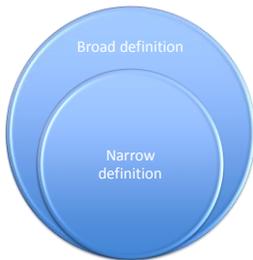
Example of a narrow definition

“An individual who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language” (Valdés, 2001, p. 38)

Example of a broad definition

Heritage language learners are individuals who “...have familial or ancestral ties to a particular language and who exert their agency in determining whether or not they are HLLs (heritage language learners) of that HL (heritage language) and HC (heritage culture)” (Hornberger and Wang, 2008, p. 27)

Learners who fit the narrow definition also fit the broad definition



Broad + narrow definitions = two orientations to HL teaching

Linguistic needs (narrow definition)

Affective needs (broad definition)

Linguistic needs (narrow definition)	Affective needs (broad definition)

Broad + narrow definitions = two orientations to HL teaching

Linguistic needs (narrow definition)

Affective needs (broad definition)

Linguistic needs (narrow definition)	Affective needs (broad definition)

NEEDS STEMMING FROM BROAD DEFINITION?

Affective needs

While researchers have looked quite extensively at the language exposure we need to learn a new language, a second set of factors that are equally important has received far less attention. **These factors relate to “group membership,” or the allegiances we feel with particular-language-speaking groups and the attitudes and feelings that flow from being associated with them** (Tse, 2001, 60).

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An HL learner’s view

...my Dad's family always told me I was American. In school I was labeled Mexican, but to the Mexicans, I am an American. 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. Socializing with people who share a Common experience helps you deal with this experience.**(Carreira & Beeman, 2014).

Broad + narrow definitions = two orientations to HL teaching

Linguistic needs (narrow definition)

Affective needs (broad definition)

Linguistic needs (narrow definition)	Affective needs (broad definition)
	Find identity
	Navigate two worlds
	Connect to others (find community)
	Deal with rejection

Rich Classroom Discourse

- Discourse that engages students in complex thinking processes;
- Discourse that challenges and engages students with the material
- Materials that attend to HL learners’ affective needs make for **Rich Classroom Discourse**

Conventional Classroom Discourse	Rich Classroom Discourse
Convergent responses	Divergent responses
Predominantly teacher-driven and led	Students co-construct, drive, and often lead discourse
Students rarely build on peers’ thoughts	Students build on, challenge, revoice, and share ideas with peers
Teacher relies on a few students to carry talk	Many students participate
Aim is to have correct answer in shortest time	Aim is to have students engage in strategic thinking

Foundations of RCD

- Materials and activities that are **meaningful** and **engaging**
- Materials that are **accessible**

MEANING AND ENGAGEMENT IN MIXED CLASSES

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The “problem” of mixed classes

Second-language learners

- An outsider perspective of the target language and culture;
- No family connection to the target language and culture;
- Do not identify in terms of the target language and culture.

HL learners

- Insider perspective of the target language and culture
- Family connection to the target language and culture;
- Identify and/or seek identity in the target language and culture.

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What not to do

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What not to do...

Second-language learners

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HL learners

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HL learners

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Both matter

Second-language learners

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HL learners

- Insider perspective of the target language and culture
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Activity 1
Discussion
 1.1, 1.2
 (pp. 1 -3)



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Creating meaning and engagement:
 A discussion prompt for “My Name”

- Regarding marriage, Latinos sometimes think that mainstream Americans are _____.
- Regarding marriage, mainstream Americans sometimes think that Latinos are _____.

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Strategy

- Comparisons
 - Cultural perspectives
 - Stereotypes
 - Practices

Reading II

- The pros: Relatively easy to understand
- The cons: How do you make a reading like this meaningful and engaging?

Strategy

- Think in terms of adding “insider” knowledge or perspectives to the information.
- Think in terms of comparing and contrasting elements of the target culture with American culture (Example: Little Red Riding Hood).



Five principles (cont.)

- *Know your learners;*
- *Choose and use materials with a view towards making learning meaningful, engaging, and accessible to all learners;*
- Make students active and autonomous partners in what happens in the classroom;
- Build pathways to learning for all learners;
- Design courses and curricula that make linguistic and demographic sense.

READY for another one?

Activity II, p. 3



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Back to...

Linguistic needs (narrow definition)

Affective needs (broad definition)

Linguistic needs (narrow definition)	Affective needs (broad definition)

HL learners' **linguistic** needs are a function of

- The context of learning
- The timing of learning
- The amount input
- The type of input

HL learner needs and strengths are a function of

- The context of learning: **primarily, home**
-> informal, home register, perhaps non-standard
- The timing of learning: **early years, diminished or discontinued upon starting school**
-> similar to the language of children
- The amount input: **limited, relative to natives**
-> incomplete knowledge of the HL (missing features acquired later in life)
- The type of input: **oral, informal, spontaneous,**
-> implicit knowledge of the HL

L2 learner needs and strengths

- The context of learning: **school**
-> formal, standard, academic, rehearsed, controlled
- The timing of learning: **adolescence, early adulthood**
-> adult-like with respect to certain features
- The amount input: **limited (relative to native speakers and HL learners)**
-> incomplete with respect to certain features (those acquired early in life)
- The type of input: **formal, focused on form**
-> explicit knowledge of rules

COMPARE TO L2 LEARNERS

HL and L2 learners tend to have complementary skills and needs

HL language

- The context of learning: **primarily, home**
-> **informal, home register, non-standard, spontaneous**
- The timing of learning: **early years, diminished or discontinued upon starting school**
-> **similar to the language of children**
- The amount input: **limited, relative to natives**
-> **incomplete knowledge of the HL (late-acquired items)**
- The type of input: **oral, informal, spontaneous**
-> **implicit knowledge of the HL**

L2 language

- The context of learning: **school**
-> **formal, standard, academic, rehearsed, controlled**
- The timing of learning: **adolescence, early adulthood**
-> **adult-like with respect to certain features**
- The amount input: **limited (relative to native speakers and HL learners)**
-> **incomplete with respect to certain features (early acquired features)**
- The type of input: **formal, focused on form**
-> **explicit knowledge of rules**

Relative strengths

- HL learners can *do* a lot with the target language;
- HL learners can engage in real-life tasks (focus on content);
- HL learners can *speak* and *understand* the target language well.
- L2 learners *know* a lot about the target language;
- L2 learners can engage in pedagogical tasks (focus on form);
- L2 learners can *read* and *write* the language well.

Two perspectives of complementary nature of HL and L2 learners' knowledge



Understanding heritage language learners

Two studies bring these perspectives into focus

Two studies of paired interactions between HL and L2 (Bowles 2011)

- HL and L2 learners were matched for proficiency;
- They worked together on an information gap activity;
- In the first study learners benefited more from the activity than HL learners;
- In the second study, both types of learners benefited equally from the activity.

First study: L2 learners benefited more from the activity



Second study: Both learners benefited from paired interactions



What made the difference?

- Material + task
- HL learners are better at tasks that tap into intuitive use of language, L2 learners, on the other hand, do better at tasks that require meta-linguistic knowledge (knowledge of rules);
- HL learners are more familiar with home vocabulary; L2 learners, on the other hand, are more familiar with academic vocabulary

First study: Only L2 learners benefitted



- Information gap activity with a picture of a kitchen (home vocabulary)
- All tasks were oral;
- HL learners already knew this, so they did not gain new knowledge. L2 learners benefitted from HL learners' expertise.

Second study

- Information gap activity with a crossword puzzle (general vocabulary); Oral and written tasks.

Vocabulary was unknown to both learner types, so both benefitted.

Oral task benefitted L2 learners. Written task benefitted HL learners.



Take home lesson about HL + L2 pairings

- Take advantage of complementary strengths of HL and L2 learners
- Mix tasks that require intuitive knowledge (hard for L2Ls), and tasks that require meta-linguistic knowledge (hard for HLLs);
- Hold both students accountable for contributing to the task (assign the harder task to each type of learner);
- Match HL-L2 learners for proficiency (????)

A metaphor for HL + L2 pairings

Seating arrangements at a fancy dinner party



Sample activity for HL + L2 pairings

- Cloze activity
- Dictogloss

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

The Dictogloss

- Highly developed cultures, including those of the Olmecs, Mayas, Toltecs, and Aztecs, existed long before the Spanish conquest. Hernan Cortés conquered Mexico during the period 1519-21 and founded a Spanish colony that lasted nearly 300 years. Independence from Spain was proclaimed by Father Miguel Hidalgo on September 16, 1810.

Five principles (cont.)

- Know your learners;
- Strive for Rich Classroom Discourse. Choose and use materials with a view towards making learning meaningful, engaging, and accessible to all learners;
- **Make students active and autonomous partners in what happens in the classroom by taking advantage of complementary skills and attending to the difficulties associated with micro and macro approaches**
- Differentiate learning by learner needs;
- Design courses and curricula that make linguistic and demographic sense.



MICRO- V. MACRO- APPROACHES

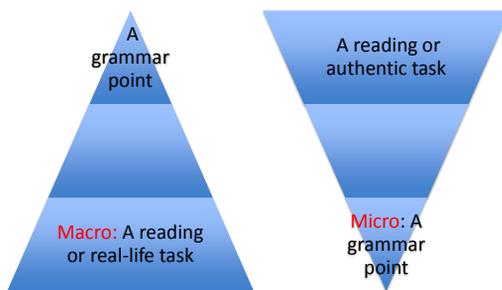
Micro approaches

- Isolate grammar, lexical, and pronunciation items;
- Use discrete activities to practice items;
- Are bottom up, moving from simple to complex;
- Deal with conscious knowledge of the language;
- Occur more frequently at lower levels;
- Contrast with macro-approaches

Macro approaches

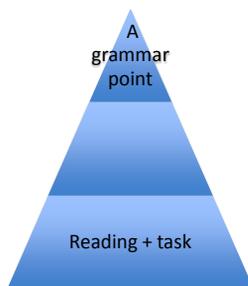
- Focus on developing functional ability - the wide variety of discourse in the professions, social life, and the community;
- Can be discourse-based, content-based, genre-based, task-based, or experiential;
- Build on global, background knowledge;
- Are more common at the advanced levels and in HL teaching

Macro v. Micro



Teaching domains	Micro-approaches	Macro-approaches
Vocabulary	Carefully controlled and selected	Dictated by function and context
Reading	Small texts, gradually increasing in volume and complexity	Fairly large and complex texts from the beginning
Writing	Sentence level, gradually advancing to paragraph and then longer	Longer texts from the beginning. Integrated emphasis: content, stylistics, grammar, spelling
Speaking and listening	Initially restricted, gradually increasing in length and complexity	Full range of native input (movies, news stories, newspaper articles, etc.)
Culture	Initially isolated and decontextualized	Full range of topics, integrated

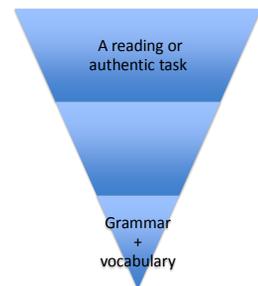
Macro-based teaching



- Common in HL classes because HL learners have functional abilities in the HL;
- Well suited for HL learners because they naturally focus on content.

Micro-base teaching

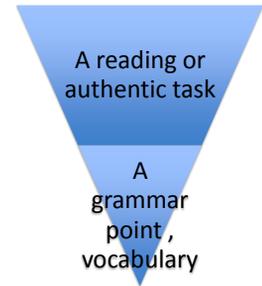
- Common in L2 teaching because L2 learners need help accessing authentic materials;
- Well suited to L2 learners because they naturally focus on form



THE PROBLEM WITH MIXED CLASSES

Micro approaches with HL learners

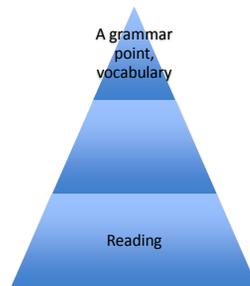
- Micro-approaches confuse HL learners because they lack the meta language of instruction (i.e. grammatical vocabulary) and are not familiar with the routines of language learning. Also, HL learners focus primarily on content (Julio Torres' Dissertation).



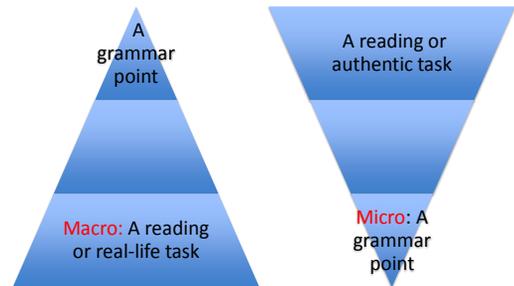
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Macro Approaches with L2 learners

- Macro-approaches are inaccessible to L2 learners

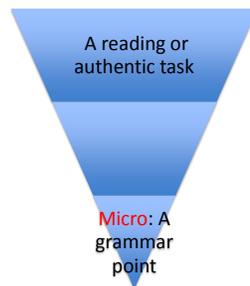


Having it both ways in mixed classes



Step 1

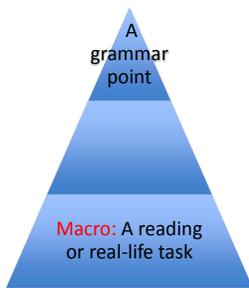
- Separate L2 learners to give them a mini-lesson on the language structures and vocabulary they need to be able to **access** and **engage** with authentic materials



Strategies and tools that support this

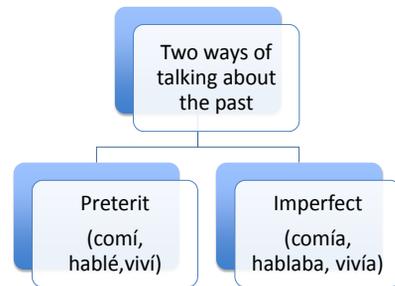
- **Access and engagement:** Scaffolding strategies such as tapping into background knowledge, pre-teaching vocabulary, previewing the material, using graphic organizers, visual aids, etc.
- **Classroom management:** A way to keep HL learners engaged in meaningful work while the instructor meets with the L2 learners.

Step 2

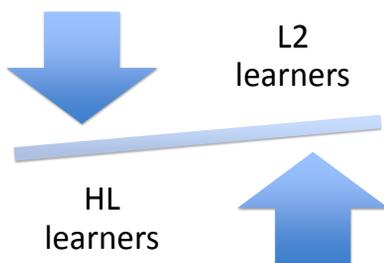


- Separate HL learners to give them what they need to **access** form-focused instruction and focus their attention on language issues: grammatical terminology, a map of learning,

Example: A graphic organizer



Now they are ready to work together

**Next**

Tools and strategies that support offering separate instruction to each population of learners;

Five principles (cont.)

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- Differentiate learning by learner needs;
- Design courses and curricula that make linguistic and demographic sense.

Five principles (cont.)

- Know your learners;
- Choose and use materials with a view towards making learning meaningful, engaging, and accessible to all learners;
- Make students active and autonomous partners in what happens in the classroom;
- **Differentiate learning by learner needs;**
- Design courses and curricula that make linguistic and demographic sense.

I differentiate, you differentiate,
he/she differentiates..

- Running errands → a “to do list” helps with pacing;
- Driving to a destination → Google directions help with process.

Differentiation

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Is not about watering down learning for struggling learners...

Just the opposite...

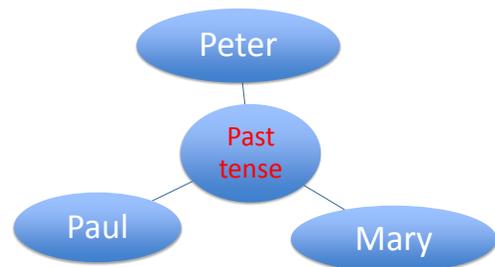


Traditionally, language teaching has been one-size-fits-all

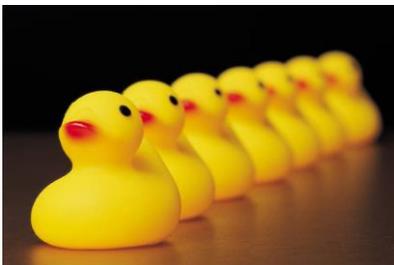


Teachers start at the front of a curriculum

One-size-fits all/curriculum-centered teaching



Peter, Paul, and Mary



But what if...



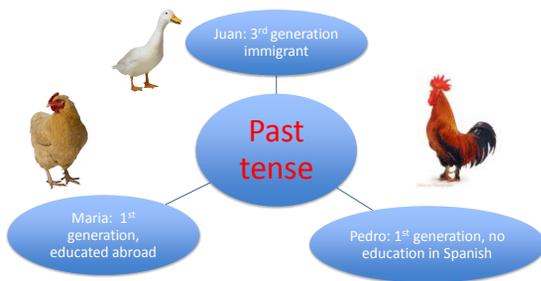
And...



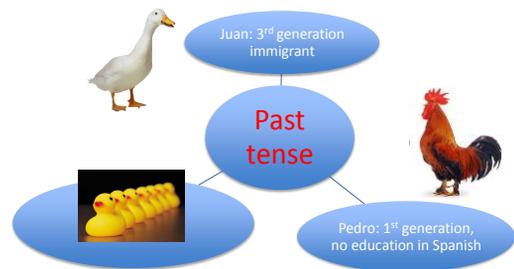
The problem with **one-size fits all**

- It does not attend to individual learner differences.
- This is a particularly serious deficiency when it comes to heritage language (HL) learners.

The curriculum-centered approach with HL learners (an HL class – all HLLs)



The curriculum-centered approach in a mixed class (HL + L2 learners)

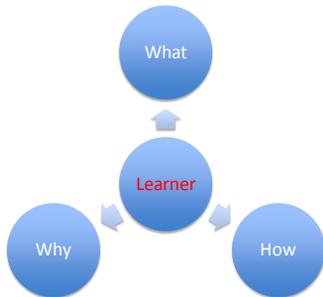


Both types of classes are
heterogeneous

- It follows that one-size-fits all approaches are not optimal for these classes;
- Traditional L2 methods are one-size-fits all

THE DIFFERENTIATED APPROACH

Learner-centered teaching



Two views of the learner

➤ Collective

What are the characteristics of HL learners as a group? How do they differ from L2 learners?

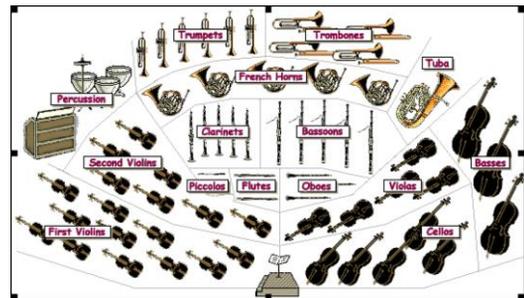
➤ Individual

How do individual HL learners differ from each other? Also, how do individual L2 learners differ from each other?

Principles of Differentiated Teaching (DT)

In differentiated classrooms, teachers begin where students are, not the front of a curriculum guide. They accept and build upon the premise that learners differ in important ways...In differentiated classrooms, teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student's roadmap for learning is identical to anyone else (Tomlinson, 2003, p. 2).

A metaphor for the differentiated classroom



What can you differentiate?

- **Content** (*)
- **Process** (how you gain mastery of the material)
- **Pacing** (the rate at which you acquire the material)
- **Product** (how you demonstrate mastery of the material)

By

- Readiness
- Interest
- Learning profile

Key to differentiating instruction

- Knowing *when* to differentiate
- Knowing *how* to differentiate

When to differentiate

- Don't differentiate all the time – only when needed.
- What happens if you differentiate all the time?

How to differentiate

- Master a small number of instructional tools

Some tools for Differentiation



1. Text-to-self connection (also text-to-text, text-to-world)
2. Agendas
3. Centers
4. Flexible grouping
5. Checks for understanding
6. Exit cards

1. The-text-to-self connection

What it is:

A tool that helps students make connections with the material and personalize learning.

Sample text-to-self connections

(Harvey and Goudvis 2000:266)

Passage from the text
This reminds me of...
Passage from the text
I agree or disagree because...
Passage from the text
I find this interesting because...

Some variants...

Sample text-to-text connections

(Harvey and Goudvis 2000:267)

Passage from this text
This reminds me of ____ from...
Character from this text
This character reminds me of ____ from...
A theme of this text
This reminds me of ____ from ...

Sample text-to-world connections

(Harvey and Goudvis 2000:267)

Passage from the text
This reminds me of...
Character from the text
This character reminds me of...
A theme of the text
This reminds me of...

The-text-to-self connection

What it is:

A tool that helps students make connections with the material and personalize learning.

What it does:

Differentiates instruction by learner interest;
Supports flexible grouping and compelling class discussions.

Sample agenda from my HL class (a list of homework activities)

Date due: (in 2 weeks)

Work to be completed:

- Workbook exercises # 7, 8, 9, 10
- Blackboard, exercises #1, 2. Must be completed with a grade of 90% or better.
- Textbook, read “My Name” and answer questions 1-7. Use a spell check.
- Fill out the exit card for this unit.

2. Agendas

What it is:

A list of tasks and activities students must complete within a set period of time.

Agendas

What it is:

A list of tasks (e.g., homework exercise) students must complete within a specified period of time.

What it does:

Vary pacing (as well as process, content, and product);

Support strategic grouping (e.g., one group of students receives a mini-lesson from the instructor, while another works on the agenda).

3. Learning centers

What it is:

A resource center (physical or virtual) offering a variety of activities and materials for students to work independently or with other students to operationalize the material presented in the classroom.

Learning center

➤ What it is:

A resource center (physical or virtual) offering a variety of activities and materials for students to work independently or with other students to operationalize the material presented in the classroom.

➤ What it does:

Makes it possible to differentiate instruction by varying the *process* of instruction (also content and product).

Types of groups

- Learning partners (1/1)
- Small groups (3-5)
- Half-class/half-class
Teacher-led mini-lessons

Examples of two types of centers

Physical – sample contents

- Textbook and workbook exercises;
- Samples of student work;
- Old exams.

Virtual – sample contents

- Links to resources, authentic materials, etc.;
- Computer-graded exercises
e.g. Mark the words that take an accent on the last syllable:
pastel, frances, comelon

4. Flexible grouping

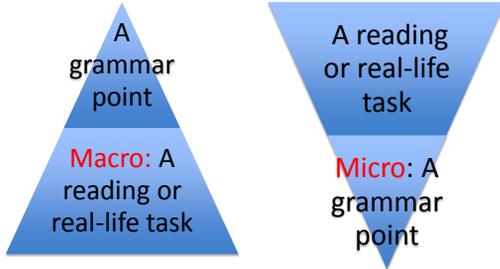
What it is:

Grouping that is not static... students may work with a partner, in small groups, in a teacher-led group, or with the whole class, as needed to optimize learning.

Half-class/half class in a mixed class



Why separate by learner status (HL learners/L2 learners)?

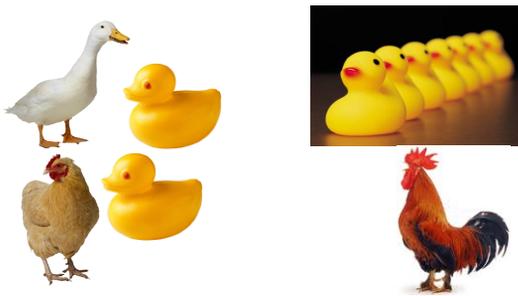


Why separate by learner status? (HL v. L2 learners)

In high school I was one of very few Latinos. My friend and I were called the American 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. It's this weird duality in which you are stuck in the middle...*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 & Beeman, 2014, p. 88)

Half-class/half class in a mixed class



How to manage mini-lessons

Use agendas and learning centers to assign work to learners who are not taking part in the mini-lesson.

How do you know how to form groups?

- Checks for understanding
- The exit card

Flexible grouping

What it is:

Grouping that is not static – students may work with a partner, in small groups, in a teacher-led group, or with the whole class, as needed to optimize learning.

What it does:

Makes it possible to attend to learners' needs (not just in the area of language, but also affective issues and motivations)

5. Checks for understanding

What it is:

All students respond to a prompt using hand signals (e.g. thumbs up/down) or flashing a sign (e.g., true/false; a,b,c,d)



Tips

- Give students time to prepare their answer;
- On the count of three, ask them all to respond.



Checks for understanding

What it is:

All students respond to a prompt using hand signals (e.g., thumbs up/down) or flashing a sign (e.g., true/false; a,b,c,d).

What it does:

Engages all learners in answering questions and provides immediate and comprehensive feedback to the instructor.

6. Exit cards

What it is:

- At the end of class students respond in writing to a prompt.

The exit card (Dodge 2006)

Describe an “aha!” moment

Formulate a question about a point that remains unclear. Describe one or two strategies that you will use to answer this question.

How I use exit cards

- To give learners a roadmap to learning

Prompt: To write accents, you need (a) to be able to hear where the accent falls in a word, (b) know the basic rules of accentuation, and (c) practice until the process becomes automatic. Assess your abilities in each of these skills.

- To encourage learners to listen to each other

Prompt: Discuss a contribution by a classmate that you found helpful.

- For the attendance and participation grade

Exit cards

What it is:

At the end of class students respond in writing to a prompt.

What it does:

Encourages learners to reflect on their learning, provides immediate feedback to instructors on learners' needs, strengths, and connection to the material.

Check for understanding

How familiar are you with Differentiation?

- (1) I know little or nothing about it.
- (2) Have never used it but I'm familiar with the general idea of it.
- (3) I have some training and some limited experience using it.
- (4) I have significant experience using it.
- (5) I have trained others to use it.

You know you want it...

Activity IV, p. 6



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EXIT CARDS AND CHECKS FOR UNDERSTANDING ARE A FORM OF FORMATIVE ASSESSMENT

Assessment

- Diagnostic (pre-instruction)
Placement tests
- Formative (during instruction)
Assessment for learning
- Summative (post instruction)
Assessment of learning

	Formative assessment	Summative assessment
Purpose	To improve instruction and provide feedback to students	To measure student competency
When administered	Ongoing, throughout unit	End of unit or course
How students use results	To self-monitor understanding; Identify gaps in understanding and strengths	To monitor grades and progress toward benchmarks
How teachers use results	To check for understanding, modify their own teaching to enhance learning	For grades, promotion
How programs use results	To modify the curriculum and program	To report to external entities

Adapted from *Checking for Understanding. Formative Assessment Techniques for Your Classroom* by Douglas Fisher and Nancy Frey, ASCD, 2007.

How to do formative assessment

Almost any pedagogical activity can function as formative assessment...

What makes it formative is **HOW** you use it.

- Exit cards
 - e.g., Use the information obtained from exit cards to group students by needs/interests

How to do formative assessment (cont.)

- Checks for understanding
 - e.g. use the information obtained to adjust the pacing of instruction
- Quizzes/Homework
 - Debriefing – reviewing quizzes/homework in class to:
 - debate the merits of different answers;
 - identify effective study strategies;

HOW FORMATIVE ASSESSMENT ENHANCES THE POTENTIAL FOR LEARNING

Formative assessment: Instructors

- Makes it possible for instructors to revise their teaching as needed to attend to the needs of all learners;
 - If the whole class is not understanding → provide additional instruction and/or practice to all
 - If only some of the students are not understanding → give those students a mini-lesson while the rest of the class works on their agenda or on center activities

Formative assessment: Students

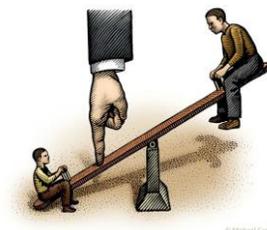
Teaches students to manage their own learning by helping them answer the following questions:

- (1) where am I going?
- (2) where am I now?
- (3) how can I close the gap?

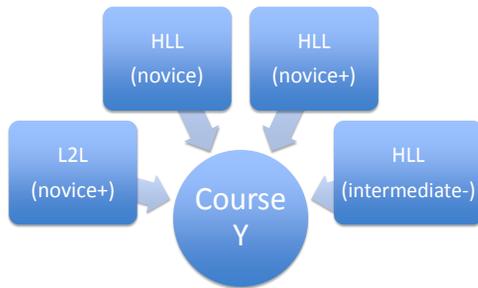
In so doing, students acquire a roadmap of learning
(Black and Jones, 2006)

Formative assessment

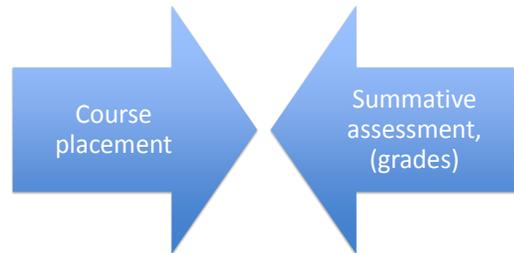
Addresses issues of fairness and access arising from institutional conditions.



Problem: Many departments have fewer courses than needed



Another view of the problem



How do you assign a grade to these students and



- Maintain standards
- Address issues of fairness

Formative assessment: Fairness

- For instructors: Enables them to respond to the needs of all learners, particularly those who are struggling with the material;
- For students: Encourages metacognition and independence; previews summative assessment, thereby improving their chances of performing well;
- For programs: Provides the knowledge base for effective curriculum and program design.

One more, please...

Activity V, p. 7



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Five principles (cont.)

- Know your learners;
- Choose and use materials with a view towards making learning meaningful, engaging, and accessible to all learners;
- Make students active and autonomous partners in what happens in the classroom;
- Differentiate learning by learner needs;
- **Design courses and curricula that make linguistic and demographic sense.**

An HL Class: Hindi 100 for HL learners

India: Hindi is the official language of the country. Individual states have their own official languages. 29 languages have over 1 million speakers. India's languages stem primarily from two language families: Indo-Aryan in the north, and Dravidian in the south. Many languages have their own writing systems (Brass 2005, Hasnain 2003).

Hindi 100:

16 students from five different language backgrounds;
Hindi/Urdu (7); Gujarati (4); Punjabi (2); Telugu (2); Marathi (1)

The crux of the problem

- In the Hindi program “HL classes” are seen as a “catch all” destination for all students that do not meet the traditional profile of L2 learners;
- Hindi 100 does not make *linguistic* sense.

A well designed program

- Is linguistically well-formed;
- Aligns well with demographic realities;
- Responds to learners' needs and goals vis-à-vis the target language;
- Is anchored in a coherent vision that runs through all courses and learning activities.
- Adapts to changing needs.

Five principles (cont.)

- Know your learners;
- Make materials meaningful and engaging to all learners;
- Make students active partners in the learning and teaching process;
- Use strategies to build in pathways to learning for all learners;
- **Design courses and curricula that make linguistic and demographic sense.**

Summary: Strategies for teaching mixed classes

- Separate them to (1) prepare them to work together, and (2) attend to learners' special needs vis-à-vis the target language.
- Bring HL and L2 learners together so that they can benefit from each other's strengths;

Summary: Principles

- Know your learners (as a type and as individuals);
- Strive for Rich Classroom Discourse. Make materials accessible, meaningful and engaging to all learners;
- Make students active partners in the learning and teaching process (use complementary skills, micro- and macro-approaches, learning strategies);
- Differentiate learning (Differentiation, formative assessment);
- Design courses and curricula that make linguistic and demographic sense.

Thank you!

- For a copy of this presentation, please email me at Carreira@csulb.edu