

Teaching heritage language learners across K12 and higher education during Covid-19: strategies for mixed classes

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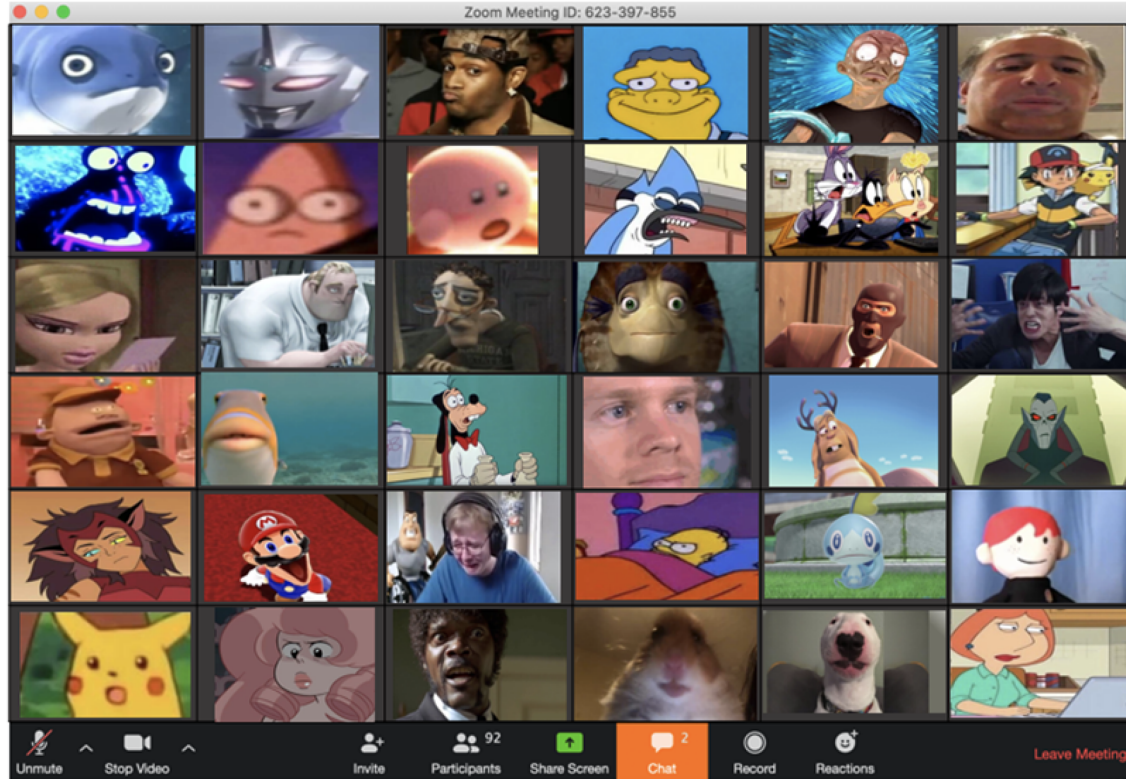
Teaching mixed classes



Teaching mixed classes

- I try to include the variety of my HL learners, but it is difficult when the textbook we have does not reflect this variety. Are there other textbooks more appropriate for mixed classes?
- I only have two HL learners in my class. I often ask them to share about their culture and language. I am worried I am putting too much pressure on them.
- My HL learners need extra help with accents, how can I do this without assigning them extra work?
- How can I recognize and value the cultural identity of my HL learners without putting them on the spot?
- Some of my L2 learners are too intimidated by their HL classmates and barely talked when paired with them. What can I do to change this dynamic?

Teaching mixed classes during Covid-19



Teaching during Covid-19

inability to communicate with my classmates as often as needed

being isolated from friends and study groups

lower motivation than normally

long hours of screen time

students who don't participate in breakout rooms

hard to ask questions

feelings of disconnect

ineffective breakout groups

lack of motivation

unnatural conversations

hard to communicate

problems with internet speed

difficulties to hear other students

UW OEA 2020
Analysis of mid-quarter evaluations

Teaching mixed classes during Covid-19

- What are the main challenges you face in mixed classes?
- How has Covid-19 impacted the experience of heritage language learners in your mixed classes?
- What effective strategies, activities, or methods have you implemented to address these challenges and meet the needs of your heritage language learners?
- Which of these strategies have been particularly successful when adapting to online teaching during Covid-19?

Outline:

1. Challenges
2. Strategies and activities that work!
3. Questions and suggestions from the public

Challenges

Challenges in beginning level courses

- Placement - Identifying HL learners as soon as possible
- Avoiding “self-segregation” of the HL group
- Meeting HL learners’ socio affective needs

Developing writing skills during the pandemic

- Xiao (2006) shows that heritage learners did not perform better than their non-heritage peers in reading comprehension, vocabulary learning, and character writing which affirms that oral exposure does not automatically lead to literacy.
- Reading and writing require not only oral exposure but also print experience and mapping between speech and print.



Developing writing skills during the pandemic

- Just focusing on cursive is not enough:

- д - ђ - *g*

- б - б - *ѣ*

- т - т - *т̄*

- г - г - *г*

Русские рукописные шрифты

Русские рукописные шрифты

Русские рукописные шрифты

Русские рукописные шрифты

Русские рукописные шрифты

HL learners who do not want to work with L2 learners

- I cannot work with them, they make so many mistakes...
- They take too long to form a sentence...
- I don't relate to them...
- I don't like feeling like I am teaching them...

Finding authentic materials

- More access to higher level materials for native speakers and heritage learners through social media, but still challenging for L2 learners.
- Authentic materials that are appropriate for lower reading levels might not be sophisticated and interesting enough for secondary students.

Providing timely feedback

- More ways to provide feedback through technologies, but the waiting game is real!

Strategies and activities
that work!

Breakout rooms in mixed classes

Breakout room in mixed class - Set the tone right

- Digital Citizenship agreement https://d2wldp4wpenmih.cloudfront.net/wp-content/uploads/2019/07/Digital_Citizenship_Agreements-w-Code.pdf
- “Norms, Roles, Goal”
 1. Norms - practice good citizenship & “Make sure everyone else gets it!”
 2. Roles - facilitator, note taker, presenter, checker
 3. Goal - evidence of productivity (notes, task result, presentation, report etc.)
- Recording feature in Breakout Room
- Same group for at least twice in a role

Breakout room in mixed class - Grouping with purpose

Ability Groups

Students with similar language proficiency levels or strengths are placed in the same group to focus on improving particular skills.

- Native speaker group, Heritage speaker group, L2 learner group
- Same topic, differentiated materials, same task for all groups
- Same materials, differentiated task for different groups

Cooperative Groups

Students with diverse ability and characteristics to work together and learn from one another to accomplish assigned learning goals or tasks.

- Mixed group (native speaker, heritage speaker, L2 learner)
- Jig-saw/ students sign up for topics study/same material and task for all groups
- Materials might be in English but tasks remain in the target language

Breakout room in mixed class - Synchronous learning

Whole Group Instruction (10 minutes)

- Introduce materials/task that shared among all groups
- Review Norms, Roles, and Goal



Breakout Room Small Groups (15 minutes)

- Group notes are live updated in a shared document
- Teacher monitors and joins room to provide support/feedback/enrichment
- Breakout room activities are on recording



Whole Group Instruction (15 minutes)

- Presenters report learning goal (task)/Class Discussion
- Teacher feedback to be added to group notes
- Asynchronous Work: feedback survey, individual work demonstrates learning outcome

Breakout room in mixed class - Feedback and grade

Student Survey

- Learning group culture
- Time management
- Material and task challenge level
- Student voice in curriculum/topic design

Grade

- Individual grade
- Group grade
- Extra Credit

Writing skills in mixed classes

Strategies: Writing Skills

- Force them to write?
 - In class activities
- Journalling?
 - Daily, weekly?
- Jamboards?
 - Using multiple skill sets
- Script error correction?
 - From peers
 - From instructor
- Cultural significance
 - In the Russian context, it is part of the growing up process in Russia and it is an important step in the school life of every individual.

Strategies: HL work with L2 learners


- “Tough”
- Acknowledgement
- Get to the root of the matter
- Mix it up!

Culture and identity in mixed classes

Using digital introductions



from [Presentaciones - Spanish 102 Section B](#) Jan 5, 2021 3:33PM

 ¡Hola Riley! ¿que te gusta cantar favorita?

from [Presentaciones - Spanish 102 Section B](#) Jan 5, 2021 3:37PM

 ¡Hola Angela! ¿me gusta bruno major, tambien! ¿cual es tu lengua favorita?


from [Presentaciones - Spanish 102 Section B](#) Jan 5, 2021 3:42PM

 ¡hola Dalton! ¡yo toca al saxophone también! ¿cual te tocar, el tenor o alto?


from [Presentaciones - Spanish 102 Section B](#) Jan 6, 2021 2:41PM

 ¡hola Katelyn! me gusta tu nombre también hehe

from [Presentaciones - Spanish 102 Section B](#) Jan 6, 2021 2:47PM

 ¡hola Chasina! gracias por tu cumpleaños, estoy bien. ¿y tú?

from [Presentaciones - Spanish 102 Section B](#) Jan 6, 2021 2:57PM

 Gracias, Profesora. ¡En la preparatorio, el profesor de español en wapato es mi instructor de mariachi y en la clase de español!

Hello class, my name is Caitlin but you can call Cait. C-a-i-t. A little about me; I'm a student in my second year here at the University of Washington. I'm originally from Wapato in the Yakima Valley, but I live in Seattle. What else? Before Covid, I like to go with my friends and my family. I like to go fishing, to the movies, to eat with my family and my friends. But lately I like to listen to music. Here in my room I like to listen to.... and more. What else? I like to accompany my roommates, because the Covid restrictions. I like to accompany my boyfriend. See you later. I'm hoping for a good quarter

Connecting with identity and culture through a cultural portfolio

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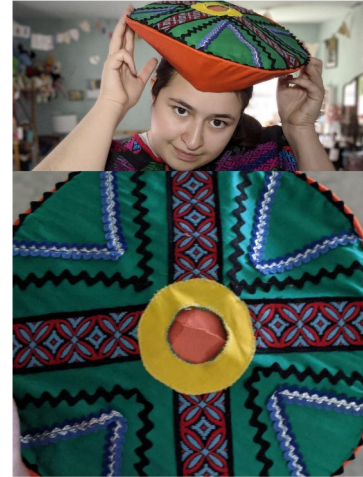
Cultural Portfolio 1

by Miranda McCormick

I am excited to start my cultural portfolio. I'm excited because my mother's family was from Peru. My grandparents, my aunts, uncles and my mother went to the US to pursue a better education. My grandfather learned to be an electrician, my mother learned to be an engineer, and my grandmother learned to cook. She had many cookbooks with Peruvian recipes. Today I am going to cook one of them. I've decided to make "natillas piuranas", a dessert from one of my grandmother's cookbooks. Peruvian custards are famous, especially "arroz con leche". They are served during the celebration of "El Señor de los Milagros". Well, here I am in my kitchen and I am going to cook "natillas piuranas". The instructions said that this feeds four people, so I'm going to cut the measurements in half.

Connecting with identity and culture through a cultural portfolio

Cuando mi abuela fue joven, le encantó coser la ropa. Cosió los vestidos, las faldas, y otras cosas. En mi segundo porfolio cultural, voy a modelar alguna ropa peruana de mi abuela y escribir poco de su conexión de Peru.



When my grandmother was young, she loved to sew. She sewed dresses, skirts, and other things. In my second cultural portfolio, I am going to model some of my grandmother's Peruvian clothing and write a little about her connection to Peru.

