Mixed Class Teaching: Differentiation and reciprocal learning through PBL

Maria M. Carreira, Ph.D.
Executive Director
American Association of Teachers of Spanish and Portuguese
Emerita Professor of Spanish
California State University, Long Beach
Emerita Co-Director, National Heritage Language Resource Center
Thank you

• Prof. Tin-Yu Tseng
• Organizing committee of this TBL/PBL Series
• You
This presentation
What they are:
Classes with HL and L2 learners

Why they matter:

• All language departments with HL learners have them
• They are the most challenging classes to teach
• There is no fully developed methodology
ALL LANGUAGE PROGRAMS WITH HL LEARNERS HAVE MIXED CLASSES
Two types of language programs with HL learners

• Single track (all mixed classes)
• Dual track – L2 track + HL track
Dual track programs:
Eventually the two tracks meet
The main challenge of mixed classes: Diversity of learner profiles

L2 learners

HL learners
MIXED CLASSES ARE HYPER-DIVERSE LEARNING ENVIRONMENTS
The non-negotiables of mixed classes

Both student populations matter:

➢ Both learner-types **benefit** from instruction
➢ Both learner-types **contribute** to the learning process
➢ There is positive **student interdependence**
PROJECT-BASED LEARNING (PBL) IS A REALLY GOOD WAY TO MEET THESE NON-NEGOTIABLES AND TO SUPPORT LANGUAGE LEARNING FOR REAL-WORLD LANGUAGE USE
BEFORE PBL

Project-based learning
FOUNDATIONS OF MIXED CLASSES
The main challenge of mixed classes: Diversity of learner profiles
Brainstorming session

• What are some general differences between HL and L2 learners?

• Let’s organize these a bit:
  – **Skills**: listening, speaking, reading, writing
  – **Modes of communication** (presentational, interpersonal, interpretive)
  – **Register**: academic, informal, dialectal, etc.
  – **Functional skills**: What learners can do with language (intuitive v. metalinguistic knowledge)
  – **ACTFL Proficiency Guidelines** (skills, modes, register, functional skills, cultural competency, communication strategies)
Learner strengths

L2 learners

- **Skills**: Reading, writing
- **Registers**: Academic, formal, standard
- **Functional skills**: Performance-based, metalinguistic knowledge, rehearsed language
- **Cultural competence**: “Big C”

HL learners

- **Skills**: Listening, speaking
- **Registers**: Everyday language, informal, dialectal
- **Functional skills**: Proficiency-based, everyday functions, intuitive knowledge, spontaneous language
- **Cultural competence**: “Little C”
HL and L2 learners are mirror images of each other in many ways.
Learner strengths

**L2 learners**

- **Skills**: Reading, writing
- **Registers**: Academic, formal, standard
- **Functional skills**: Performance-based, metalinguistic knowledge, rehearsed language
- **Cultural competence**: “Big C”

**HL learners**

- **Skills**: Listening, speaking
- **Registers**: Everyday language, informal, dialectal
- **Functional skills**: Proficiency-based, everyday functions, intuitive knowledge, spontaneous language
- **Cultural competence**: “Little C”
Two perspectives on this
Two studies of paired interactions between HL and L2 (Bowles 2011, 2012)

- 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: Only L2 learners benefitted

- Information gap activity with a picture of a

Sub-optimal task design
Fails to meet the non-negotiables

new knowledge. L2 learners benefitted from HL learners’ expertise.
Second study

• Information gap activity with a picture of an office; Oral and written tasks.

Vocabulary was unknown to both learner types, so both benefitted. Oral task benefitted L2 learners. Written task benefitted HL learners. Learners collaborated to learn from each other.

Correct task design: Meets the non-negotiables

Carreira.USC.PBL, Mixed classes
Positive student interdependence

“Both have something to bring to the table.”

Student perspective

[Abuhakema, G. (2012, p. 91)]
Creating activities that meet the non-negotiables of mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>
Creating activities that meet the non-negotiables of mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Say it</th>
<th>Write it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating activities that meet the non-negotiables of mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>
Recapping:
Take home lesson about mixed classes

Meet the non-negotiables by

- Taking advantage of complementary strengths of HL and L2 learners to create activities that draw on the strengths and develop the weaknesses of each learner-type

- Creating opportunities for collaborative learning
  - Holding both students accountable for contributing to the activity (assign the harder task to each type of learner);
NOW WE AREREADY FOR PBL
What is PBL?

• A learner-centered teaching approach in which students work over a period of time on a task which involves engaging with complex issues, solving problems, or meeting particular real life challenges. To communicate their learning, students develop a product (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)
Sample project

Bilingual children's book explores people behind masks

A Texas family has self-published a bilingual children's book about wearing masks and to address the worries of students. Dan Heiman and Martha Samaniego Calderon printed "Behind My Mask (Detras de mi Cubrebecas)," to help students -- including their two children who are featured in the book -- explore their emotions and identity amid the coronavirus pandemic. **Full Story: The Dallas Morning News** (tiered subscription model)
What is PBL?

- A learner-centered teaching approach in which students work over a period of time on a task which involves engaging with complex issues, solving problems, or meeting particular real life challenges. To communicate their learning, students develop a product (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)
GOOD PROJECTS DO NOT HAPPEN SPONTANEOUSLY
There are challenges

• Designing and implementing projects
• Making PBL work in a “regular” (grammar-based) class
• Creating real-life projects for lower-levels of proficiency
• Assessment
The three steps of project design

• Step 1: Decide on a theme and the problem
• Step 2: Determine the final outcome (product)
• Step 3: Structure the project
  – Information gathering/collecting
  – Information processing
  – Information presenting/reporting
The three steps of project design

• Step 1: Decide on a theme and the problem
• Step 2: Determine the final outcome (product)
• Step 3: Structure the project
  – Information gathering/collecting
  – Information processing
  – Information presenting/reporting
The theme

This is the topic of your project (what the project is about).

e.g. The professions, careers
Brainstorming: Themes?

- The professions
- Family
- Health
- Traditions/celebrations
- Travel
- Food
- Events
Themes: Noun/noun phrase

• The professions
• Family
• Health
• Traditions/celebrations
• Travel
• Food
• Events
Why start with the theme?

1. As a general strategy, starting with the broadest statement of the theme will make it easier to find a problem and a product. For example, start with the theme of “family”, and identify a real-world problem in need of a solution.

2. Starting with a theme also helps you identify the vocabulary students will need to master to address the problem.
Back to the challenges...

• Designing and implementing projects
• Making PBL work in a “regular” or “traditional” class, with a textbook (vocabulary and grammar points to cover)
• Creating real-life projects for lower-levels of proficiency
• Assessment
Demonstration/Quick activity

• What are common themes in language textbooks?
Anticipating mixed classes...

Here are some themes that work well with HL and L2 learners and that are common in many textbooks.

Sports
Popular music
Life and career goals
Hobbies
Travel

Food
Family life
Experiences growing up

Strategy: Compare and contrast cultural practices, perspectives, and products of the US and the target culture.
Designing and implementing projects

✓ Making PBL work in a “regular” (grammar- and vocabulary-based) class
  • Creating real-life projects for lower-levels of proficiency
  • Assessment
The three steps of project design

• Step 1: Decide on a **theme** and the **problem**
• Step 2: Determine the final outcome (product)
• Step 3: Structure the project
The “problem” or “real-life issue”

This is the issue that is being addressed through the project. Problems can come from the real world, the school setting, or the home environment.
The opposite of a real-life issue

A non-authentic project would involve the kind of assignment students are typically given in school: compose an essay, create a poster or model, write and present a book report, or make a PowerPoint presentation on a topic they've researched. Beyond their teacher and maybe their classmates there's no public audience for students' work, no one actually uses what they create, and the work they do is not what people do in the real world.

John Larmer

http://www.bie.org/blog/what_does_it_take_for_a_project_to_be_authentic
BUT DOESN’T THIS MAKE PROJECT WORK TOO HARD FOR BEGINNER LEARNERS?
Back to the challenges...

• Designing and implementing projects
• Making PBL work in a “regular” (grammar-based) class
• Creating real-life projects for lower-levels of proficiency
• Assessment
Real-life problems can be solved at very low levels of proficiency

**Family, daily life**
- Gifting
- Proposing a schedule of chores
- Proposing a weekend activity for the family
- Convincing parents to get a dog or other animal

**School**: Organizing an event

**Food**: Creating healthy/easy food from the heritage culture
Real-life problems can be solved at very low levels of proficiency

Family, daily life
- Gifting
- Proposing a schedule of chores
- Proposing a weekend activity for the family
- Convincing parents to get a dog or other animal

School: Organizing an event
Food: Creating healthy/easy recipes for making food from the heritage culture
Proposing a schedule of chores

- **Novice**: Words and phrases, *formulaic language*, everyday topics, the self
- **Intermediate**: Loosely connected sentences, *create with language*, familiar topics related to everyday life
- **Advanced**: Connected discourse of paragraph length, can handle a complication, topics of community, national, or international interest
- **Superior**: Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics
Creating healthy/easy recipes from the HC

- **Novice**: Words and phrases, formulaic language, everyday topics, the self
- **Intermediate**: Loosely connected sentences, create with language, familiar topics related to everyday life
- **Advanced**: Connected discourse of paragraph length, can handle a complication, topics of community, national, or international interest
- **Superior**: Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics
The common perception is wrong

- Higher order tasks
- Low proficiency
Question in a job interview

List four adjectives that describe you. Pick two that are strengths and two that could be considered flaws.

How linguistically challenging is this question? How cognitively challenging is it?

What is my point?
We can engage students in complex and authentic activities with relatively simple language
### Positive adjectives

<table>
<thead>
<tr>
<th>Affable</th>
<th>Decisive</th>
<th>Gregarious</th>
<th>Non-judgemental</th>
<th>Sensible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affectionate</td>
<td>Dependable</td>
<td>Hardworking</td>
<td>Observant</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Agreeable</td>
<td>Determined</td>
<td>Helpful</td>
<td>Optimistic</td>
<td>Shy</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Diligent</td>
<td>Hilarious</td>
<td>Organized</td>
<td>Silly</td>
</tr>
<tr>
<td>Amiable</td>
<td>Diplomatic</td>
<td>Honest</td>
<td>Passionate</td>
<td>Sincere</td>
</tr>
<tr>
<td>Amicable</td>
<td>Discreet</td>
<td>Humorous</td>
<td>Patient</td>
<td>Smart</td>
</tr>
<tr>
<td>Amusing</td>
<td>Dynamic</td>
<td>Imaginative</td>
<td>Persistent</td>
<td>Socialable</td>
</tr>
<tr>
<td>Artistic</td>
<td>Easy-going</td>
<td>Impartial</td>
<td>Pioneering</td>
<td>Straight-Forward</td>
</tr>
</tbody>
</table>
Proficiency levels in brief

- **Novice**: Words and phrases, *formulaic language*, everyday topics, the self
- **Intermediate**: Loosely connected sentences, *create with language*, familiar topics related to everyday life
- **Advanced**: Connected discourse of paragraph length, can handle a complication, topics of community, national, or international interest
- **Superior**: Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics
WHAT ABOUT FLAWS?
### Negative adjectives

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>abrasive</td>
<td>cowardly</td>
<td>obtrusive</td>
</tr>
<tr>
<td>abusive</td>
<td>deceitful</td>
<td>opportunistic</td>
</tr>
<tr>
<td>acrimonious</td>
<td>egotistical</td>
<td>petty</td>
</tr>
<tr>
<td>belligerent</td>
<td>jealous</td>
<td>tyrannical</td>
</tr>
<tr>
<td>bigoted</td>
<td>litigious</td>
<td>unfaithful</td>
</tr>
<tr>
<td>brusque</td>
<td>obnoxious</td>
<td>vainglorious</td>
</tr>
</tbody>
</table>
A STRATEGY FOR THE NEGATIVES

I WANT TO BE MORE...
I’M WORKING ON BEING MORE

Observant, mindful, organized, patient, outgoing, proactive, thankful, efficient

I WANT TO BE LESS

Shy, opinionated, impatient, pessimistic, anxious, fearful
Proficiency levels in brief

- **Novice**: Words and phrases, *formulaic language*, everyday topics, the self
- **Intermediate**: Loosely connected sentences, *create with language*, familiar topics related to everyday life
- **Superior**: Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics

Cognitive demands: VERY HIGH
BOTTOM LINE

WE CAN ENGAGE STUDENTS IN COGNITIVELY COMPLEX TASKS WITH VERY LIMITED LANGUAGE

ENGAGEMENT + AUTHENTICITY
The three steps of project design

• Step 1: Decide on a **theme** and the **problem**
• Step 2: Determine the final outcome (**product**)
• Step 3: Structure the project
The product

• How students solve the real world problem
• How students communicate their learning
These are products

<table>
<thead>
<tr>
<th>Affable</th>
<th>Decisive</th>
<th>Gregarious</th>
<th>Non-judgemental</th>
<th>Sensible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affectionate</td>
<td>Dependable</td>
<td>Hardworking</td>
<td>Observant</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Agreeable</td>
<td>Determined</td>
<td>Helpful</td>
<td>Optimistic</td>
<td>Shy</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Diligent</td>
<td>Hilarious</td>
<td>Organized</td>
<td>Silly</td>
</tr>
<tr>
<td>Amiable</td>
<td>Diplomatic</td>
<td>Honest</td>
<td>Passionate</td>
<td>Sincere</td>
</tr>
<tr>
<td>Amicable</td>
<td>Discreet</td>
<td>Humorous</td>
<td>Patient</td>
<td>Smart</td>
</tr>
<tr>
<td>Amusing</td>
<td>Dynamic</td>
<td>Imaginative</td>
<td>Persistent</td>
<td>Socialable</td>
</tr>
<tr>
<td>Artistic</td>
<td>Easy-going</td>
<td>Impartial</td>
<td>Pioneering</td>
<td>Straight-Forward</td>
</tr>
</tbody>
</table>

Carreira.USC.PBL, Mixed classes
My next point: Most products do not have a fixed level of proficiency
Nouns and adjectives

ACTFL NOVICE
Question formation, Commands

ACTFL Intermediate
5 PASOS PARA ENSEÑAR ESPAÑOL A NIVEL SECUNDARIO (9-12)
(Específico para CSULB)

1. OBTENER UNA LICENCIATURA (BACHELOR) EN ESPAÑOL
   • Obtener una licenciatura en español
   • Presentar el examen CBEST (por sus siglas en inglés) antes de obtener la licenciatura
   • Mantener contacto con el personal del programa LOTE para crear un plan de estudio
   • Iniciar con el programa de Single Subject Credential Program antes de graduarse (opcional)

2. CUMPLIR CON LOS COREQUISITOS PARA SER ADMITIDO (A) EN EL PROGRAMA SSCP
   • Pasar las clases (pre requisitos) para ser admitido (a) en el programa

3. CLASES PRINCIPALES DEL PROGRAMA
   • Completar 4 clases: estas clases requieren trabajo en el campo de estudio
     •EDSE 435, EDSE 436, EDSE457, and EDSS 450F
   • Consultar maestros de español para futuras referencias
   • Obtener aprobación en el lenguaje. 2 maneras de obtener la aprobación:
     •Completar el programa SSCP
     •Pasar el CSET
   • Aplicar para realizar las prácticas profesionales

4. PRÁCTICAS
   • Completar un semestre de prácticas en una de las escuelas públicas en acuerdo con la Universidad
   • Pasantías 2 TPAs (por sus siglas en inglés)

5. EMPLEO
   • El cumplimiento del programa (SSCP) junto con las 2 observaciones (TPAs) permiten la adquisición de la credencial la cual permite enseñar la materia a nivel secundario (9-12)

Para más información:
Cynthia Leathers: 562-953-2200 Cynthia.leathers@csulb.edu AS-317
O visite...
LOTE: http://www.ced.csulb.edu/singlesubject/program/loste
1. SELECT PRODUCTS THAT ADDRESS THE PROBLEM/REAL WORLD ISSUE
2. ADJUST PROFICIENCY-LEVEL
Another strategy: Using other people’s words

• Theme: Careers/professions
• Problem: Organizing a jobs fair at school
• Product: Making or selecting posters?
5 PASOS PARA ENSEÑAR ESPAÑOL A NIVEL SECUNDARIO (9-12)
(Específico para CSULB)

1. OBTENER UNA LICENCIATURA (BACHELOR) EN ESPAÑOL
   • Obtener una licenciatura en español
   • Presentar el examen CBEST (por sus siglas en inglés) antes de obtener la licenciatura
   • Mantener contacto con el personal del programa LOTE para crear un plan de estudio
   • Iniciar con el programa de Single Subject Credential Program antes de graduarse (opcional)

2. CUMPLIR CON LOS COREQUISITOS PARA SER ADMITIDO (A) EN EL PROGRAMA SSCP
   • Pasar las clases (pre requisitos) para ser admitido (a) en el programa

3. CLASES PRINCIPALES DEL PROGRAMA
   • Completar 4 clases: estas clases requieren trabajo en el campo de estudio
     • EDSE 435, EDSE 436, EDSE457, and EDSS 450F
   • Consultar maestros de español para futuras referencias
   • Obtener aprobación en el lenguaje. 2 maneras de obtener la aprobación:
     • Completar el programa SSCP
     • Pasar el CSET
   • Apliatar para realizar las prácticas profesionales

4. PRÁCTICAS
   • Completar un semestre de prácticas en una de las escuelas públicas en acuerdo con la Universidad
   • Pasar 2 TPAs (por sus siglas en inglés)

5. EMPLEO
   • El cumplimiento del programa (SSCP) junto con las 2 observaciones (TPAs) permiten la adquisición de la credencial la cual permite enseñar la materia a nivel secundario (9-12)

Para más información:
Cynthia Leathers: 562-595-2200 Cynthia.leathers@csulb.edu AS-317
O visite...
LOTÉ: http://www.ced.csulb.edu/singlesubject/program/lotte
<table>
<thead>
<tr>
<th>Verbs</th>
<th>Presentational, writing, Intermediate mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect</td>
<td>Create</td>
</tr>
<tr>
<td>Organize</td>
<td>Compose</td>
</tr>
<tr>
<td>Find</td>
<td>Analyze</td>
</tr>
<tr>
<td>Display</td>
<td>Translate</td>
</tr>
<tr>
<td>Select</td>
<td>Propose</td>
</tr>
<tr>
<td>List</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Classify</td>
<td>Present</td>
</tr>
<tr>
<td>Reduce</td>
<td>Expand</td>
</tr>
</tbody>
</table>
## Verbs/tasks

<table>
<thead>
<tr>
<th>Collect</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize</td>
<td>Compose</td>
</tr>
<tr>
<td>Find</td>
<td>Analyze</td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td>Translate</td>
</tr>
<tr>
<td>Display</td>
<td>Propose</td>
</tr>
<tr>
<td>List</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Classify</td>
<td>Present</td>
</tr>
<tr>
<td><strong>Reduce</strong></td>
<td>Expand</td>
</tr>
</tbody>
</table>
## Verbs/tasks

Using other people’s language, input oriented projects

<table>
<thead>
<tr>
<th>Collect</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize</td>
<td>Compose</td>
</tr>
<tr>
<td>Find</td>
<td>Analyze</td>
</tr>
<tr>
<td>Select</td>
<td>Translate</td>
</tr>
<tr>
<td>Display</td>
<td>Propose</td>
</tr>
<tr>
<td>List</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Classify</td>
<td>Present</td>
</tr>
<tr>
<td>Reduce</td>
<td>Expand</td>
</tr>
</tbody>
</table>
Theme: Professions
Product: Posters
Problem: Organizing a Job fair at school
Low-proficiency students ➔ Collections

Theme: Celebrations/birthdays
Real world problem: **Gifting**

- A collection of recipes
- A collection of poems
- A curated list of musical genres...
QUESTION:
HOW DO CURATED COLLECTIONS SUPPORT ACQUISITION?

ANSWER:
BY PROVIDING FOCUSED, CONTEXTUALIZED, AND AUTHENTIC INPUT
Quick recap

Be strategic in your selection of the product

- Find products that address the problem
- Use adaptive strategies

• The same product, but at different proficiency levels
• The same product but creating v. selecting
PRODUCTS FOR MIXED CLASSES
### RECALL:
Quick guide to creating activities for mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>
Select products for BOTH populations of learners

PRESENTATIONAL: Writing

A career fair at school
RECALL:
Quick guide to creating activities for mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>

Carreira.USC.PBL, Mixed classes
Select products for BOTH populations of learners

PRESENTATIONAL: Writing

Speaking, spontaneously

HL learners

L2 learners?

Authenticity (real products for a job fair) +
the non-negotiables of mixed classes
This brings us to structuring the project

• Step 1: Decide on a theme and the problem
• Step 2: Determine the final outcome (product)
• Step 3: Structure the project
  – Information gathering - INPUT
  – Information processing – FORM + MEANING
  – Information presenting - OUTPUT
Theme: Careers
Problem: Preparing for the Spanish-language job market
Products: CV (resume), Cover letter, Video CV, Mock Interview
How these steps support language learning

• Information gathering (input)
• Information processing (negotiating meaning)
• Information reporting (output)
Information gathering/collecting authentic materials to create CV, cover letter, video CV, job interview

• Advice on how to prepare a CV, a cover letter, video CV, and interview

➢ Authentic models of all these products

❖ Job announcements articles and articles in Spanish

❖ Webpage of course descriptions for different university departments
WHY ALL THIS?

STUDENTS WILL NEED TO SEE MODELS TO LEARN VOCABULARY, PRACTICE WITH GENRE-SPECIFIC LANGUAGE FEATURES, LEARN ORGANIZATIONAL CONVENTIONS, ETC.
WHO GATHERS ALL OF THIS INFORMATION?
Structuring the project

• Information gathering (input)
• Information processing (negotiating meaning)
• Information reporting (output)
The CV and cover letter

Information processing

Allocate a lot of class time to working with the input:

— Noticing vocabulary, grammatical constructions
— Comparing different models of the same product
— Analyzing forms and functions
— Studying the conventions of each genre
— Creating a rubric
WHO DOES ALL OF THIS?
Structuring the project

• Information gathering (input)
• Information processing (negotiating meaning)
• Information reporting (output)
The big ideas behind the information-presenting step

• Break up information presenting into sub-pieces;
• Work in class on a given sub-piece at a time;
• Assign a grade to each sub-piece (low stakes assessment);
• Give feedback on each sub-piece that will help students improve on their work;
• Evaluate the final product using the “real-world standard”
Exit cards to support the creation of products

Prompts for CV:

• Look at the sample CVs in the center and make a list of 10 section labels and 30 common verbs that go under those labels (group exit card);

• Write section labels for your own CV (individual exit card);

• Write content under each section (individual)

• Turn in first draft of your CV (individual exit card);

For the cover letter:

“Every great man is a sentence” what is yours?
Exit cards to support teaching

• I look over exit cards and underline problems and return them to students the next time we meet;
• Students form groups and I give mini-lessons to on particular points of grammar, as needed;
• The final product emerges from the sum of the work done in class and turned in through exit cards.
Back to the challenges...

• Designing and implementing projects
• Making PBL work in a “regular” (grammar-based) class (e.g. with family -> adjectives)
• Creating real-life projects for lower-levels of proficiency

• Assessment –
  – Every step is assessed using exit cards (low stakes assessment)
  – Students receive feedback at every step and edit their work in small increments, individually, in groups, and collectively, in class.
  – Final product is evaluated by real world standards (high stakes assessment)
The interconnectedness of project work, instruction, and assessment

Carreira.USC.PBL, Mixed classes
RECAPPING
PBL summary

✓ The theme
✓ The driving question
✓ The product

✓ The stages of working with information
  – Gathering or collecting
  – Processing
  – Reporting or Presenting

Select these for real-world relevance and engagement, coordinate with your textbook/syllabus

Select products that can solve the driving question and adjust for level. In mixed class have two products.

Structure this process so that students collect, study, and copy authentic models of the products. Provide the necessary practice and feedback for students to create a high-quality project.
Recapping: Mixed classes

Both student populations matter:

- Both learner-types **benefit** from instruction
- Both learner-types **contribute** to the learning process
- There is **positive student interdependence**
To meet these non-negotiables...

• Take advantage of the complementary strengths of HL and L2 learners to create activities that draw on the strengths and address the weaknesses of each learner-type

• Create opportunities for collaborative learning
  – Hold both students accountable for contributing to the activity (assign the harder task to each type of learner)
Quick guide to creating tasks (projects) for mixed classes

<table>
<thead>
<tr>
<th>Beneficial practice for L2Ls</th>
<th>Beneficial practice for HLLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Presentational, oral</td>
<td>Presentational, written</td>
</tr>
<tr>
<td>Interpersonal: Spontaneous</td>
<td>Interpersonal: Rehearsed, edited</td>
</tr>
<tr>
<td>Implicit grammar and vocabulary learning</td>
<td>Explicit grammar and vocabulary learning</td>
</tr>
<tr>
<td>Informal, every day language</td>
<td>Formal, academic language</td>
</tr>
<tr>
<td>Little C cultural topics</td>
<td>Big C cultural topics</td>
</tr>
</tbody>
</table>
Have fun!
THANK YOU!
WRITE TO ME AT:
MARIA.CARREIRA@CSULB.EDU
Mock interview

Gradual Release of Responsibility

Demonstration  | Shared Practice  | Guided Practice | Independent Practice

Dependence  | Independence

Purposeful errors

I do, you watch  I do, you help  You do, I help  You do, I watch

Watching an interview  Picking out key language  Coming up with answers  Final interview

Teacher models
- Explains
- Demonstrates
- Thinks aloud

Teacher explicitly teaches and teacher and student practise together

Students practise the strategy with coaching from the teacher

Students apply practice on their own and receive feedback

Students transfer learning to a new situation
Gradual release of responsibility
(Pearson and Gallagher, 1983)

• I do, you watch
• I do, you help
• You do (together), I help
• You do, I watch