

## **Rethinking Diversity in a Hybrid Foreign Language Class**

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This poster session represents an ethnographic study of a hybrid foreign language class, focusing on the challenges created by students' multiliteracy practices. Students range from high schoolers enrolled in dual programs, to heritage speakers, to adults who are looking for a career change. Reaching such a diverse group of students can be challenging, but challenges create Third Spaces where learning is expanded and literacies improved (Smagorinsky, 2021; Gutierrez, 2011; Hulme et al., 2009; Lynch, 2008).

These Third Spaces are created by using diversity and even conflict as a source of students' multivocal discovery of self. Heritage speakers often feel in limbo, not fully belonging to the culture they function in or their family's native culture. High schoolers may feel dominated by the adults in the class and can be shy in expressing opinions. The hybrid environment of a language class allows students to feel less threatened in expressing their identity and exploring their literacy skills. Instructional approaches such as Discussion Boards, Zoom conferences, collaborative work in a mixed group, and storytelling can empower all students and help them learn from each other's strengths.

This poster will offer a view of the language class diversity (chart). It will start by providing an explanation of the third space (printed 5 X 7 card). It will also offer tips on how to create personalized versions of assignments allowing students the freedom to explore according to their voice and literacy level (printed samples of such assignments). It will also show how to use heritage learners as tutors and cultural resources (printed tips). It continues with examples of collaborative projects to expand students' literacies, to embed reflection and reinventing of self as they learn a new language and culture (printed sample of the collaborative project).

## References

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