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# Teaching Diverse Learners

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## Abstract

Today's foreign language classroom is no longer a homogeneous grouping, which can be taught using one programmed method that is appealing to the entire group. Now, the instructor must present lessons which not only adhere to the national standards, but which also touch each and every student in a special and unique manner. Languages also must be an integral part of the school curriculum, and not only reserved for "handpicked" clients. If one has learned to speak their native language, they can also learn another with effective methods and a caring concerned teacher who is willing to delve into the minds and hearts of the clientele. The instructor must present materials which are bias-free and which will reach all students, whether they be male, female, American, foreign-born, heritage learners, high or low achievers, physically challenged, or possessors of a unique learning style. While planning and preparing materials, thought must also be given to the student's sexual orientation as well as to his ethnicity, implementing sensitive instruction so that no student feels isolated. Materials, especially visuals, must allow the student to see himself, as well as others, in as many presentations as possible. Serious thought must be given to creating an all-inclusive classroom that is multi-modal. Effective tools will also include all disciplines, and must relate the language to as many careers as possible. Individual and personal interests of each student are extremely important as well. Special consideration must also be given to the financial obligations and limitations of today's classroom. With ever-decreasing budgets, and limitations involving both large and small numbers in today's classrooms, the world language instructor must be able to adapt to a classroom that might consist of a semi-blended configuration of two or more levels.

"THE 5 Cs" of Communication, Cultures, Communities, Comparisons, and Connections can be realized in almost every activity whether the lesson has as its nucleus In music, dance, art, travel, technology, literature, magazine excerpts, competitions, specific disciplines, food, surveys, career choices, or any other area in which students are genuinely interested.

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The activities which follow will encompass all of the above with the idea of simply using these as points of departure which will serve as an impetus for even further development, with the creativity and individual input of the wonderful world language instructors who have devoted their lives to the love of languages and who hope that this same love is being instilled in their students. This article will speak specifically to techniques such as the Spanish notebook, oral presentations, the Amigo Latino, experiences abroad, international night, volunteer opportunities, technology, group dynamics, professional development and the multi-level classroom. Specific references will also be made to examples presented by the author in the Annenberg tapes.

## Introduction

The world language classroom has changed considerably since I began as an instructor in 1960. As a successful teacher, I have found it necessary to continually adapt and change as the classroom has changed. It is mandatory that the World Language (WL) instructor continually engages in professional development that will allow for contact with new procedures as well as for the dynamic changes in the current school population that occur from year to year. Our clientele now incorporates a plethora of religions, cultures, and social backgrounds. The instructor must not only be sensitive to these, but also make certain that this sensitivity is reflected in the cognitive and affective presence of the classroom.

## Incorporating “THE 5 Cs”

I have found that placing “THE 5 Cs”: Communication, Cultures, Communities, Comparisons and Connections on display in a prominent place in the classroom, along with specific examples of each, has assisted me in creating stimulating activities which are ever reflective of the ACTFL standards. Students are also given the standards with specific examples to place in their notebooks in order that they might use these as stimuli for adhering to the rubrics that have been given for activities.

### Communication

Students must be mindful of the fact that the primary goal is that of concise, clear communication, and that this communication must be practiced in many modalities: introductions, casual conversation, relaying information, descriptions, narrations, hypothetical situations, literary analyses, and persuasion. They should not be constrained by constant corrections on the part of the instructor, but encouraged to achieve the primary goal of the respective modality.

### Cultures

The instructor must present the language as spoken by as many areas of the Spanish-speaking world, for example, as possible, without particular preference for any one location. This must also be reflected in the literary selections and cultural venues that are selected for presentation. A complete panorama of Spanish and Latin-American culture should also be evident in the materials, realia, speakers, destinations for field trips, and religious topics. In my teaching situation, many religious practices are reflected as the student body includes Buddhists, Catholics, Protestants, Muslims,

Atheists and Agnostics. This diversity has offered me a unique opportunity to allow students to reflect upon religious practice from a very personal perspective, as well as affording us opportunities to present multi-disciplinary lessons with colleagues who teach in several other subject areas in the school. Students who are otherwise disinterested in the language are usually anxious to share, explain, or clarify misconceptions as they relate to their individual preferences. I, myself, have learned so much as a result of this type of inclusion.

### **Communities**

The Washington, D.C. area is constantly in the process of change as well as that of regentrification in many areas of the city. Many cultures are represented throughout the city, therefore, students are also living in neighborhoods with diverse populations. These diverse communities have been extremely influential in providing opportunities for students to interact with a potpourri of nationalities, points of view and perspectives as they go about their daily lives, and as they immerse themselves in their assignments.

### **Comparisons**

In the Spanish classroom, comparisons are made reflecting on the fact that people are more alike than different. The cognitive and affective domain is present in all of us; we simply have unique and interesting ways of expressing these areas. We have compared the “quinceañera” with the “sweet sixteen party”, the “cotillion” and the “beautillion”; the “hip-hop” with the “bachata”; the “telenovela” with the “soap opera”; the “dirty rice” with the “arroz con pollo”; the “shrug” with the “poncho”. We have also examined the differences among the Spanish-speaking countries themselves. What an enriching activity it is when one student from Mexico interacts with another from Peru, and explains the family and daily activities. The autobiographies that the students present in class highlight these differences in a beautiful manner that has caused the students to bond even more. This is emphasized in an even more graphic manner as my students have engaged in travel to many different countries.

### **Connections**

Connections is one of “THE 5 Cs” which has enabled me to influence those students who, at the beginning, are only interested in the language as a required Carnegie unit which will enable them to graduate. By relating the language to every discipline that is taught in the school, I have been able to inspire, take out — to a degree — that student who could not really care less about the target language, and may have even built an imaginary block to becoming successful in Spanish. Since our school requires 270 hours of community service for every graduate, I have encouraged students to complete those hours in the area of their prospective careers. This will be discussed in greater detail in the article.

## **The Spanish Notebook**

Our students report to school prior to the official start of the year in order that they might receive information regarding materials in advance; therefore, on the first official school day, they are ready to actually begin work. Teachers are required to submit course outlines for approval by the principal. Each instructor must require a sig-

nature from the parents, as well as the student, indicating that they have read and understand the mandates of the course. On the first day of school, the student has a Spanish notebook with 10-12 sections clearly defined.

The required sections are as follows:

- A. Plan y Requisitos del Curso G. Cultura
- B. Tarea (easy to locate) H. Exámenes IB/AP/Nat. Spanish Exam
- C. Exámenes y Rúbricas I. Geografía
- D. Literatura J. Orales (Presentations by classmates)
- E. hola/Hoy Día K. Notas (Careful listing of grades)
- F. Univisión L. Vocabulario

Students place these sections in a loose-leaf binder with a unique and individual computer-generated, culturally significant graphic and proper identification of the owner. These remain in the classroom on a special shelf during the week and are taken home on the weekends and during holidays. Many students test into upper levels as they sit for placement examinations in college, and use these notebooks as a supplement to their university studies.

## Oral Presentations

All students are required to present a series of four prepared oral reports in each level of Spanish, including level I. The first oral in Spanish I is a detailed "Autobiografía". This enables me to become closely acquainted with the student, his/her career choice, the members of the family, likes and dislikes, and aspirations for the future with respect to college. Students use the present tense, preterite and simple future tenses. The oral is presented at the end of the first grading period, during which students have been in class for approximately 8 weeks. Students select their own dates for presenting with only two orals schedule for any given day. The number of points allowed for each category may vary:

- Papel  
100 puntos
- Memorizar  
100 puntos
- Pronunciar  
100 puntos
- Vocabulario  
100 puntos
- Conversar  
100 puntos
- Realia  
100 puntos

Each student prepares a handout for the class consisting of at least 10 lines, 12 Font, Times New Roman. The paper must include a photograph of the student, 10 new vocabulary words, and at least two graphics relating to the content of the paper. Each

member of the class receives a copy and keeps the same in the Spanish notebook. After several drafts that are corrected in group sessions, the student then memorizes the text of the Autobiografía. Since each oral has been corrected in group sessions with teacher assistance, the student has a correct text that is then memorized. With this series of at least 10 sentences, the student is able to construct further statements during the year, using the oral as a model. After the text has been memorized, another group activity is initiated which allows the student to engage in peer evaluation of correct pronunciation. During the oral, therefore, points are deducted for incorrect pronunciation; however, the instructor does limited correction during the oral. This section allows even the weaker student to receive at least one good grade, since the only requirement is that the words are new and included in the primary text. For levels 2 and above, the student must also include a definition in Spanish, using the Larousse Pocket Dictionary. This also is a means of alleviating anxiety. The new words are also used by the instructor in the conversation portion. The instructor forms questions that are related directly to the text. Classmates are also required to direct questions to the presenter. Extra points are given for answers that require inferences and opinions. Students must show, describe and discuss an actual object related to their Autobiografía. (Realia has included trophies, karate garb, prepared dishes, pets, ballet slippers, instrumental solos, tailoring, sewing and crochet samples, original poetry, etc.) Quite often, I receive new students in the advanced classes, and the autobiografía is also required, but with more stringent rubrics.

The second oral involves an explicit description of the career choice including one paragraph giving the rationale for the selection. Another paragraph describes the materials needed and the third includes the specific preparation required for the career, and the best colleges for that career choice. The realia for this oral includes an actual tool that is used in the career of choice, and a detailed explanation of its use. The third oral requires that the student select a cultural practice of the target language, give its historical background, indicate the areas in which the custom is practiced, and make an original reproduction of an item related to the practice. Here I discourage food preparation, since that is done in a separate lesson. This activity has produced a potpourri of cultural items, some of which are entered in local contests. Others are placed in the hall adjoining the classroom or in the lobby cases with small “tarjetitas” attached including the name of the realia as well as the name of the student. For the last oral, students form groups of no more than four, and produce a conversational video, CD or DVD in which they must demonstrate mastery of the work learned for that year. The technology must reflect three different venues, and one native speaker of Spanish must be a participant. The presentation must last for at least fifteen minutes.

For the AP and IB classes, the last oral must be a videotaped dramatic presentation of one of the literary works that we have read during the school year. I have been amazed by the precise representations which students have submitted, which include costuming, construction of sets, superb sound effects, surprising mastery of technology, and rolling graphics and documentation.

A few of the literary works which have been especially popular with students are “La Casa de Bernarda Alba”—Federico García Lorca, “El Delantal Blanco”—Sergio

Vodanovic, “Las Medias Rojas”—Emilia Pardo Bazán, “Dos Caras (featured in the Annenberg tapes)—Sabine Ulibarri, “El Alacrán de Fray Gómez”—Ricardo Palma, and “Chac Mool”—Carlos Fuentes.

## Amigo Latino

Each student is also required from the beginning of the year to interact continually with an Amigo Latino throughout the school year, and share aspects of that interaction in a journal which is completed in class each month. It is shared in a group conversational setting at least once during each advisory.

The initial introduction of the Amigo Latino is presented in the form of a photograph in which both the student and the native speaker must be present, along with one page of biographical data on the speaker. Also, the student must include a map of the native country, a color reproduction of the flag of that country, and at least two computer-generated graphics reflective of that country’s culture. Much more detail is required of the IB and AP classes. Extra credit is given if the student converses with the Amigo Latino in class, or if a five-minute video, CD or DVD is presented in which the student converses with the native speaker.

Members of the community have been especially generous in this regard. One member of the community, una amiga madrileña, who is the proprietress of a churrería in the Adams-Morgan community of Washington, D.C., not only came to class, but also brought two large trays of churros for the entire class to enjoy. Another amigo dominicano, who is a superior court judge, appeared in a video and also agreed to be the graduation speaker for that school year. This activity allayed many of the fears of students who are reluctant to engage in dialogue outside of class. It has also been an influential factor in encouraging student participation in experiences outside of the United States.

## Cultural Exchanges in Other Countries

In addition to interaction with native speakers in the city, students have also chosen to engage in travel and home stays abroad in order to enhance their classroom experiences. Since our school enjoys 100% college acceptance, many students have decided to combine their Spanish with their career choice and either minor or major in the language. Many have engaged in semesters abroad during the college matriculation. “Amigos de las Américas”, Youth for Understanding, the Experiment in International Living, and the annual European Study Tour, have afforded students the opportunity to engage in international travel that has been a definite asset to class interest and participation. These experiences have truly changed their lives. “Amigos de las Américas” is a volunteer program that allows the student to work in a miniature Peace Corps experience in the Américas. Selected students assist physicians, coach children in hygiene, assist families in building ovens, plant vegetable gardens, establish good eating habits, etc. Through this program students have traveled throughout Mexico, Central and South America during the summer for periods of four -six weeks. The program is open to rising sophomores and juniors. Most of the expenses for this venture come from a joint fundraiser consisting of fruit sales. The

program is international and can be reached at ([www.amigosdc.org](http://www.amigosdc.org)) The Experiment in International Living (EIL-[www.usexperiment.org](http://www.usexperiment.org)) is also an excellent opportunity for students to live with a family in the country of their choice for an entire summer. EIL, based in Brattleboro, Vermont, provides an Ambassador Scholarship that covers all expenses except for organizational fees of \$600.00 and includes transportation, lodging, food and other expenses for the entire summer in 29 countries of the world. Students are asked to indicate their 1st, 2nd and 3rd choice. Students have returned from this experience anxious to pursue study of their chosen language, expressing a strong desire to enter the international arena, and also to volunteer throughout the world. Of course, the enthusiasm of these students is highly contagious in the language classroom, thereby encouraging peers to work more diligently and to enjoy the same experience. My students have traveled to Australia, Kenya, Spain, Italy, Germany, France, Thailand, Great Britain, Ireland and several other destinations. The China Exchange has allowed eight students to engage in two, three-week exchanges with our sister school in Beijing, China. Students from our school attended the Beijing Middle School (actually a high school attached to Beijing University) for three weeks, and their counterparts in China visited with us in the USA for the same period. By engaging with yet another group of diverse learners, both student groups removed stereotypes, learned to appreciate another culture and enhanced their performance in other subjects such as social studies, science, mathematics and humanities. I was pleased to share my residence with a Chinese administrator, a Chinese teacher of English, and two Chinese students. This was truly a learning experience for me as well.

## **Annual European Study Tour**

Our school's annual European Study Tour has given students the opportunity to spend a period of from ten-seventeen days during the spring break in the countries whose language the students have studied for three or four years. All students at Banneker High School must experience three-five years of a modern language if they are in the International Baccalaureate (IB) program, and one year of Latin if they are not matriculating in IB. This tour is open only to juniors and seniors and is conducted during the months of March or April during the spring vacation period. Students, therefore, do not miss class for the time of the tour. When our school opened in 1988, the European Study Tour was an integral part of the school curriculum. Since the school offers Spanish, French, German and Latin, we normally travel to Spain, France, Italy and Germany.

Many parents prefer that their offspring travel with designated chaperones in a much more structured setting instead of engaging in the aforementioned travel programs. For several years, we have traveled with EF Tours, based in Lucerne, Switzerland. The tour is a multi-disciplinary effort in conjunction with all departments of the school. Colleagues, therefore, give assignments, related to the specific countries, in lieu of the work that is missed. Some assignments include finding the grave of Oscar Wilde in Père Lachaise Cemetery in Paris, photographing ten memorable monuments throughout the tour, mapping the exchange rates throughout the tour, producing a 25-item annotated photographic journal, preparing a power point pres-

entation with annotations of the tour, videotaping conversations with the local gen-try, etc. This tour requires an enormous amount of planning. We always choose the “customized tour” which allows us to select our destinations. EF Tours maintains an excellent web site ([www.eftours.com](http://www.eftours.com)) with links that allow the teacher to communi-cate online with student participants, access passport information, engage in auto pay to avoid late charges, secure phone and discount cards, be informed about money exchanges, and a bevy of other pertinent information. College and high school credit is also available for teachers and students. This year some of our experiences will include a tour of the Royal Palace in Madrid, a visit to El Rastro, visits to El Museo del Prado, a stroll to El Museo Reina Sofia to view Picasso’s “Guernica”, a flamenco evening, a visit to the beautiful city of Toledo, walks along the Gran Vía, the Eiffel Tower, the Palace of Versailles, Montmartre, walks along the Champs-Élysées, a guided tour through Notre Dame Cathedral, an evening cruise along the Seine River, a visit to the Coliseum and other ruins in Rome, a contemplative visit to the Vatican, photo opportunities on the Spanish Steps, and an exciting cable ride to the top of Mount Pilatus in Switzerland. Of course, there will be numerous opportunities for conversa-tion and cultural exchanges for the entire duration of the tour. First, permission must be secured from the school district, preferably by June of the preceding year prior to travel. Next, several parent and student meetings must be held to explain the trip and the definite requirements. Some students have never shared a room with another person, for example. Strict guidelines must be established with regard to behavior. Thorough explanations must be given regarding passports, money exchanges, antici-pated intercultural exchanges, packing, new airport restrictions, instructions for those who have never flown, proper attire for special venues, anticipated delays, fund-rais-ing activities, etc. All of these, however, allow the student to engage in “real world” experiences, and hypothetical situations can be recreated in class to encourage con-versation and adherence to the ACTFL standards. Expenses for this tour are approx-imately \$2500 and are covered through individual payments, fund-raising, corporate donations and receipts from our annual International Night.

## International Night

One of our out of class activities, which always attracts the largest contingency of our diverse population, is our annual International Night. This event occurs in mid-November and usually coincides with American Education Week. Our auditorium accommodates 450-500 persons and tickets are sold for \$5.00 each. Since everyone knows that the proceeds are used to assist students with expenses for the European Study Tour, and also to provide a scholarship for a graduating senior who anticipates a major in International Studies, we receive many donations in addition to the entrance fee. A one-hour talent show is presented, followed by an international feast that includes food donated by families who represent 35-40 countries of the world. We also receive donations from local ethnic restaurants. Talent has included a parade of countries with entire families attired in ethnic clothing, folkloric dances, duets on the steel pan, accomplished tap dancers, instrumental solos, singers (who can mimic almost to perfection Edith Piaf, Shakira, Monchy y Alexandra, Daddy Yankee, Alicia

Keys), poetic recitations in various languages and dialects, and artistic demonstrations of artifacts from around the world. Competition for this portion is extreme since we have only one hour for the talent portion. There is usually standing room only.

## **Volunteer Opportunities**

Our school requires a total of 270 hours of volunteer service in order to complete the curriculum for graduation. My students are encouraged to volunteer in sites that will enable them to pursue their career choice, and also use the language in which they are matriculating. In the Washington, D.C. area there are numerous opportunities for students to realize this goal. Several schools, in close proximity to Banneker, have a large enrollment of students who have recently arrived in the United States and who primarily speak Spanish in the home. Our students have been able to assist them, especially with reading and the humanities, by focusing on the areas of adapting to lectures and taking adequate notes. Other students have volunteered at the Oyster Bilingual School, an elementary school where classes are offered bilingually in all disciplines. AYUDA is an organization that offers legal assistance to Spanish speakers. Students have volunteered here to assist clients with filling out forms, applying for work, securing work documents, applying for citizenship and improving their standard of living. LA CASA is another organization which requests the assistance of bilingual volunteers, and which assists native speakers in all areas. The numerous embassies in our city afford my students excellent opportunities to volunteer and practice the language. Additionally the Mayor's Office of Latino Affairs has many offices in which students can provide vital services. Recently, our representative in congress, Eleanor Holmes Norton, advertised for a bilingual assistant to work directly in her office. Students have also worked so well in the volunteer mode during the school year, that businesses have offered them paid employment during the summer as a result of their dedicated service.

## **Teaching the Physically Challenged**

Three of the most rewarding experiences which I have had are the opportunity to teach a young man who was blind, serve as cooperating teacher for a student teacher from Gallaudet University who could neither hear nor speak, and instruct a student with cerebral palsy. I was able to work with the young student with impaired vision with a computer that printed in Braille and also provided me with a hard copy. The student teacher from Gallaudet, was assisted by two signing interpreters (one from Peru and the other from Nicaragua) who assisted by interpreting in Spanish as the student teacher signed for the class. The student with cerebral palsy is a very self-assured young woman who never expected to be treated differently. The student with impaired vision had an unusual knack for accurate repetition and a phenomenal memory. During the summer prior to his enrollment, we arranged to have all of his books printed in Braille, and made special arrangements with the Smithsonian Museum to have three-dimensional maps delivered to the school. I learned so much with this student. He even accompanied me along with his father on the European Study Tour. He was also an accomplished pianist and gave concerts to raise money for the excursion

for himself as well as for his father. My student teacher from Gallaudet has since graduated and is teaching elementary students like her. Like the class, I learned fundamental expressions by signing. One of my students had a brother who was “sordomudo” and he also taught many expressions to the class. The student with cerebral palsy who enrolled her niece at our school surprised me. The niece is now enrolled at Middlebury College and the aunt is a prominent practicing probate attorney in the D.C. area. No student deserves to be turned away due to physical challenges if he has the desire to learn. This experience seems to always become as rewarding for the instructor as for the student.

## **A Multi-Modal Approach**

The project approach to learning allows the instructor to use a variety of techniques to tap into the learning style of the student. Through music, dramatic presentations, imaginative visual realia, descriptive tasting, power point presentations, video productions, and artistic representations of scenes in literary works, the student is able to use more than one of his senses to become infused with the language. In the Annenberg tapes, the class used the story “Dos Caras” by Sabine Ulibarrí to demonstrate almost all of the techniques mentioned. We began by reading the story entirely in Spanish, pausing with questions to clarify the story line and the content. Students were asked to select ten sentences from the story that encompassed the main ideas of the story and to use either power point or computer-generated graphics to make those sentences come alive. This eliminated the need for direct translation. Those who were especially artistically talented drew portraits of the two main characters—Ambrosio y Beltrán. Conversation was stimulated by encouraging the students to reiterate in Spanish situations in their own lives that were similar to those of the main characters. Group discussions were held to assist students who may have been experiencing difficulties with interpretation. Group discussions were also held to create a different ending to the story. Almost all of the students created a very happy ending as opposed to one that was sad. Short dramatizations portrayed several scenes in the story. Those who were timid regained assurance through the non-challenging encouragement of their peers. One student decided to portray the theme of good and evil by creating a painting in the style of the artist Somarriba since this was the modality that she particularly enjoyed and with which she felt most comfortable. At the conclusion of this unit, students were easily able to summarize orally, in written form, and graphically, the essence of the story. They were also able to verbalize the connection of the story with their own individual experiences.

## **The Multi-Level Classroom**

Enrollment in classes at the higher levels of Spanish is usually much smaller. Scarcity in the number of teachers allotted to a school, therefore, sometimes requires that two or more advanced levels be scheduled for the same class period. This is the circumstance with which I have been confronted year after year. During the past year, I taught International Baccalaureate Standard Level 2 (IB SL2), Spanish 4 and AP Spanish language during the same class period.

The AP chat room was very helpful with concrete suggestions for the advanced students. Experienced teachers share methods and techniques, and give assistance for mutual problems and concerns. (<http://apcentral.collegeboard.com/spanlit> and <http://apcentral.collegeboard.com/spanlang>) are the sites for this assistance. At the beginning of the year, I assign each level to a separate section of the room, simply for my own sanity. We work together, for the most part, since all are advanced students. I have different requirements, however, for each level. All AP students must take the AP Spanish language examination. All IB students must take the IB internal and external examinations. Spanish 4 students are encouraged to take the AP exam, but are not mandated to do so. The objectives for all three levels are distributed to each student and placed in their respective notebooks. Spanish 4 students are required to complete 30 minutes of homework each night (15 minutes written and 15 minutes oral). AP and IB students are required to complete one hour of homework (30 minutes written and 30 minutes oral). All students are required to converse in Spanish for the duration of the class. Oral presentations differ for each level in length and rigor. Students in the AP and IB classes also receive extra credit due to the rigorous standards. A student who receives a B in the AP or IB class, actually receives credit for an A credit on the transcript. AP and IB students are also required to attend special classes during our advisory period (2x per week) in order to receive greater exposure to conversation. Two or three times per advisory (9 weeks), I will assign detailed independent study and research to the AP and IB students, while I work directly with level 4 students.

This has proven to be highly effective for our situation and, in this manner, all of my students receive the same amount of instruction. Also, this prevents having the more advanced students literally serve as instructors for the lower levels. The largest class that I have had with this arrangement is nineteen. Although it is very demanding, I feel that I am being fair to my students with this configuration, especially since I would not have been able to have the advanced classes if they were much smaller.

## Conclusion

Most classrooms today are heterogeneous groupings that reflect the realistic society of the 21st century. In addition to the heterogeneous groupings, there are also financial constraints that require unique solutions and a wide panorama of approaches to learning. The instructor must sincerely believe that all children can learn, provided that their particular learning style has been tapped, and the tools necessary are placed at the students' disposal. It is the obligation of the instructor to continually engage in professional development by remaining in constant contact with professional organizations and by sharing with colleagues in order that every student might benefit from instruction that accommodates the beautiful diversity of the classroom of the 21st century.