

LAP

Linguistically Appropriate Practice ...



ESL MOTHER TONGUE CONFERENCE

Developing Multi-literate Global Citizens

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“Be very careful ...
She doesn't speak English ...
she speaks something else!”

1. LAP - recap

2. BENEFITS OF LAP

3. LAP IN ACTION

4. CHALLENGES

What is LAP?

- ✓ an inclusive, inquiry-based classroom practice
- ✓ engages children in language and literacy inquiry
- ✓ inter-lingual, inter-cultural, inter-literate
- ✓ builds on children's prior knowledge
- ✓ brings linguistic diversity to life
- ✓ enrichment for all - children, teachers, parents
- ✓ support for parents
- ✓ brings home languages/literacies daily into the classroom
- ✓ promotes bilingualism
- ✓ engages all children in literacy
- ✓ can be adapted to various populations and contexts

THREE PARTS OF LAP

PART ONE

LAYING THE GROUNDWORK FOR LAP

PART TWO

PREPARING THE CLASSROOM FOR LAP

PART THREE

IMPLEMENTING LAP ACTIVITIES

PART ONE

LAYING THE GROUNDWORK FOR LAP

1. Creating a Language Portrait:

Who are these children?

What is their language and literacy reality?

2. Current classroom practice adopted with children who do not speak the classroom language.

3. LAP: highlights

PART TWO

SETTING THE STAGE FOR LAP

PREPARING THE CLASSROOM

1. The LAP challenge
2. Role of teacher: to promote of multilingualism
to validate home languages
3. Transforming the classroom into a inter-lingual environment

4. Transitioning newcomer children from home to classroom

5. Partnering with families

6. Encouraging and inviting home language use in the classroom

7. Recording children's lg/literacy behaviours

PART THREE

IMPLEMENTING LAP ACTIVITIES

1. Over 50 activities that can be adapted and/or extended to match the levels and needs of various populations.
2. Benefits of LAP activities for:
 - all children
 - children learning the classroom language
 - teachers
 - parents
3. Suggestions and tips for implementing LAP activities

WHY LAP?

1. to bring linguistic diversity to life
2. to engage children in language and literacy inquiry
3. to meet the language and literacy needs of non-English speaking children
4. to help teachers move towards inclusive classroom practice

BENEFITS OF LAP

LAP helps all children

- engage in personal and group identity negotiation
(Who am I? Who are you? Who are we?)
- discover how other people talk, live, sing, eat, cook, and count
- understand linguistic diversity
- develop important science, geography, social science and math skills
- develop skills in four areas of English:
oral communication, reading, writing, and media literacy
- engage in language and literacy inquiry
- become global citizens

BENEFITS OF LAP

LAP helps newcomer children

- transition into the new language environment
- feel competent and accepted
- bridge their language worlds
- understand that
 - their language worlds need not be separated
 - there is a place for their home languages in the classroom
 - their home language is important beyond the home.
- showcase their language skills
- take pride in and ownership of their home language.

BENEFITS OF LAP

LAP helps the teacher

- focus on what children know - rather than on what they lack
- become skilled in identifying different languages
(develop an “ear” for languages)
- take on the role of “learner”
- make linguistic diversity come to life
- demonstrate the uniqueness and importance of language
- instill a love of languages in children
- share his/her language skills with the children

BENEFITS OF LAP for parents

- bridges the home and the classroom
- supports bilingualism
- validates home languages
- encourages language learning
- supports parental language maintenance efforts
- engages parents in classroom language and literacy activities
- gives parents a voice in the classroom community.

LAP



... in action!



Pilot studies 2011-2013

Two Kindergarten classrooms

Toddler Room

Preschool Room

Family Resource Programs

After School programs

Family Literacy Programs

Settlement Programs

Early Years Programs

Toronto Kindergarten School : May 2013 - present

Fraser Mustard Early Learning Academy

RESPONSE FROM

1. **CHILDREN:** participated in *LAP* activities
2. **TEACHERS/PRACTITIONERS**
adopted LAP, conducted *LAP* workshops
3. **PARENTS:** brought home lgs and literacies into classrooms
4. **STUDENTS:** conducted LAP activities in their placement sites

Children

“I can make my name two ways you know,
in my language and in English.”

A: You're Chinese, aren't you?

C1: Yes

A: *To another Chinese child:*

So are you.

You're Chinese, right?

C2: Yes

C3: *Non-Chinese child joining the group.*

I'm Chinese too.

A: *To a child holding a book:*
Can I see your book?

C: *A child standing close by:*
It's her book.
She's Korean.
It's a Korean book.

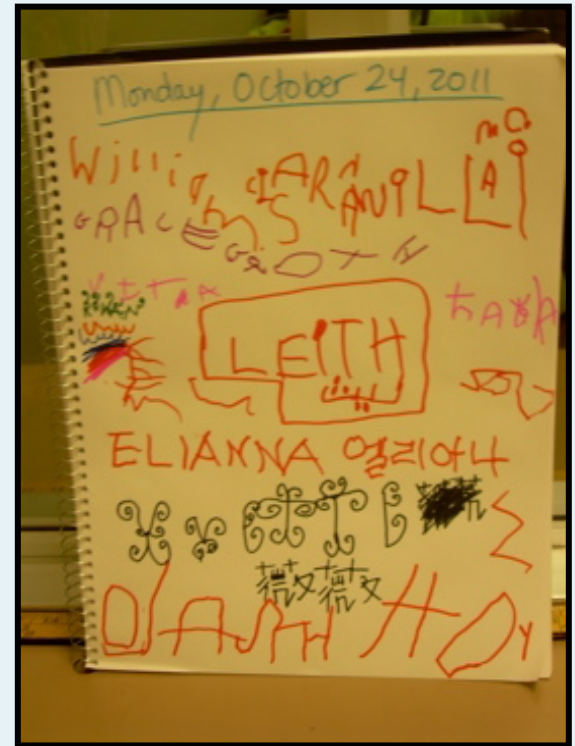
Sign-In Book

“That’s my name.

That’s my name in English.

That’s my name in Korean, you know.

I’m Korean and that’s how you make it.”



“Me”



Teachers

“It is important to show these children that their home language is valued and special.”

“I was so surprised to see that children are really interested in each others languages.”

“Newcomer children open up much more now.”

“ I noticed that the children were very proud and excited to share their home languages with each other.”

Parents

“I feel the activities make Grace aware of part of her identity.

She is proud of being Chinese and bilingual.

Sometimes she makes comments like "I can speak Chinese and English, _____ can speak Spanish and English, and _____ can only speak English.

She is so used to her friends speaking more than one language.”



Dad sharing an Arabic-English book.

“The activities generate his interest to learn other languages beyond Arabic.

“He knows how to count to 10 in Spanish and French and up to 20 in Dutch. “

“She seems to develop a sensitivity to the sound and rhythm of different languages, and likes to guess what language is being spoken when she hears people talking in another language.”

Students Early Childhood Studies

“When I graduate and become a professional I will incorporate LAP into my classroom.”

“Families love to see their languages incorporated into the classroom.”

“I didn’t like to talk about being Chinese - but once we did these activities with the children - I was happy to share what I know in Chinese - so I taught them a song in Chinese.”

“I didn’t like to talk about being Chinese -
but once we did LAP with the children - I was happy to share
what I know - so I taught them a song in Chinese.”

“I was so surprised to see that children are really
interested in each others languages.”

“Newcomer children open up more because of LAP.”

“It’s important to show these children that their home language is valued and special.”

“Families love to see their languages incorporated into the classroom.”

“LAP is a bridge between the home and the school.”

OUR HOME LANGUAGES

LANGUAGE	NUMBER OF SPEAKERS	SPEAKERS
English	3	Miss Ross, Joshua, Elizabeth
Mandarin	4	Huan, Lin, Shan, Miss Pearl
Arabic	3	Amira, Baraka, Akbar
Urdu	3	Sabirah, Johara, Tahir
Polish	1	Agnieczka
Farsi	5	Ali, Sadri, Karim, Azin, Navid

Our Home Languages

Language	Numbers of Speakers	Speakers
Arabic	1	Amira
Dari	1	Yousefullah
Turkish	2	Burak, Hatice
Pashto	2	Mohammad, Maliaka
Gujrati	3	Ammara, Zuhair Raiisah
Urdu	18	Talha, Hamdan, Aayaan, Nabeeha, Zainab, Haniya Mariam, Rayaan Samawal, Minal Muhammad Hamdan, Umar, Subhan Maidah, Anas Hassan, Muzammil Arsalan.

OUR HOME LANGUAGE BOOK



Our Home Language Tree



English
"Hello"

Japanese

"こんにちは"

Gujarati

"હેલો"

Hindi

नमस्ते

Tamil
"வணக்கம்"

In Room

BENGALI

স্বাগতম

211

we speak...

Arabic

"مرحبا"

Punjabi
"ਜੇ"

Urdu

"خوش
آمدید"

Farsi

"سلام"

علیکم

Pashto

"چالو"

Hebrew

"שלום"

Classroom language policy



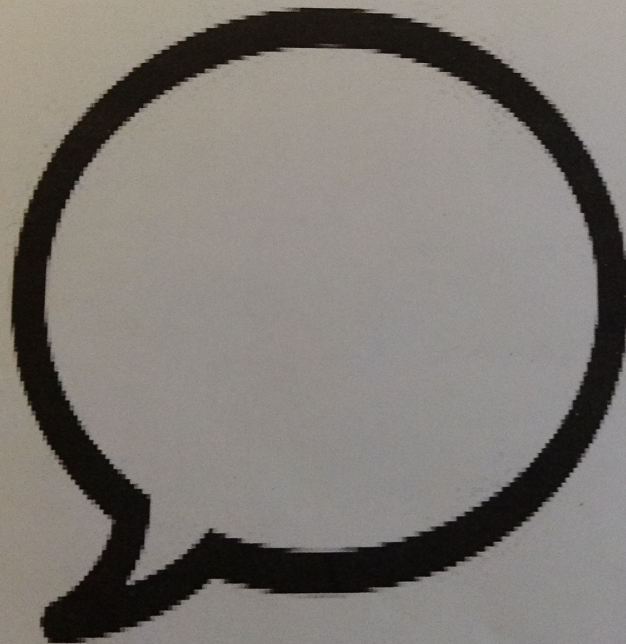
IN OUR **CLASSROOM** ALL LANGUAGES
ARE RESPECTED, EXPLORED,
COMPARED AND WELCOMED!

The name of my language is Korean.
I speak English and Turkish.
I speak English.



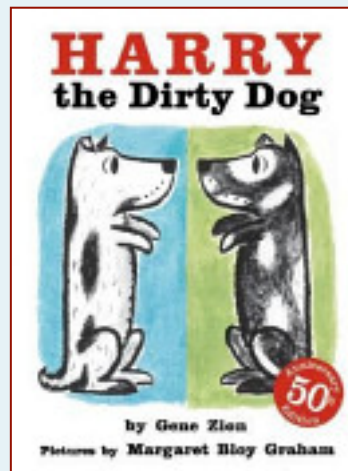
Name: _____

Hello in my language.



BRINGING HOME LANGUAGES INTO THE CLASSROOM

“How do you say WATER in your language?”



“In Russian dog is sobachka.”