

Roma Chumak-Horbatsch Ph.D.
School of Early Childhood Studies
Ryerson University
rchumak@ryerson.ca

<http://www.ryerson.ca/mylanguage/index.html>



LAP - LINGUISTICALLY APPROPRIATE PRACTICE

What is LAP?

- an inclusive, inquiry-based classroom practice
- language 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 directly and daily into the classroom
- promotes bilingualism
- validates home languages
- engages all children in literacy
- can be adapted to various populations and contexts

LAP opens the door to all languages.

LAP gives all languages a place in the classroom.

Three starting points of LAP

1. Children who navigate more than one language have unique language and literacy needs.
2. Children's home languages are fragile, and important.
3. Schools must respond to linguistic diversity by making space for all languages in the curriculum.

LAP invites teachers to:

RETHINK the way they refer to/identify and work with children who arrive with little or no proficiency in English.

SHIFT their thinking: from monolingual to inter-lingual.

TAKE the time to understand the language and literacy lives of all children.

FAMILIARIZE themselves with the principles and benefits of childhood bilingualism and the cross-language transfer of skills.

ENSURE that classroom practice reflects children's language/literacy needs.

Three Parts of LAP

Part one: Laying the groundwork for LAP

1. Language Portraits
2. Current classroom practices adopted with children who do not speak the classroom language.
3. Characteristics of LAP
4. Theoretical grounding of LAP: Dynamic bilingualism (García, 2009 a, b, c).

Part two: Preparing the classroom for LAP

1. The LAP challenge
2. Role of teacher: to promote multilingualism and 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. Using home languages in the classroom
7. Recording children's language and 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 and parents
3. Suggestions and tips for implementing LAP activities

Why was LAP developed?

1. Increase in the number of children (globally) who do not understand or speak the language of program delivery.
2. New attention and understanding of these children.
They are far, far more than learners of the classroom language.
3. Policy docs and curriculum guidelines give these children minimal attention.
4. Current classroom practices are focused on the hasty learning of the classroom language and, in most cases, do NOT meet the language and literacy needs of bilingual children.
5. Practitioners and educators continue to ask for concrete guidance:
"We are sort of learning as we go." "What is the best way to work with these children?"
6. To help teachers move towards inclusive practice.

LAP in International Schools

Reason: presence of children who arrive with little or no English proficiency
"Shift in demographics" (Murphy, 2011)

"In International Schools the majority of students are now non-native speakers of English, the language of instruction in most such schools" (Carder, 2008)

"... the majority of international schools ... regularly take in a wide and ever - changing linguistic mix ..."
(Murphy, 2011)

"It is common for the majority of students in an international school to have a mother tongue other than English."
(Shoebottom, 2009)

LAP can

1. help bring international understanding, inter-lingual mindedness and inter-lingual awareness to children in International Schools
2. "...open up meaningful articulation and the amplification of student voices" (Gallagher 2011: 21)
3. be "... a way forward ... for integrating children's mother tongues into the daily lives of the classroom."
(Gallagher 2011: 90)
4. help teachers "weave" home languages into the curriculum

LAP provides the HOW TO for the inclusive ideas found in Carder (2007), Gallagher (2008, 2011), Murphy (2011), IB Language documents (Language Scope and Sequence, Language and Learning in IB Programs)

BILINGUALISM IN INTERNATIONAL SCHOOLS Carder (2007)

"The children's language needs should be the prime focus of international schools."

"(International) schools are slowly becoming aware that each student's language has its own inherent worth, its own values, and furthermore promotes cognitive development and therefore ought to be represented somewhere in the curriculum."

By supporting students' mother tongues ... they will benefit greatly in academic and cognitive ways - and especially as regards that innermost and most valuable of all – their identity and self-esteem."

EQUAL RIGHTS TO THE CURRICULUM Gallagher (2008, 2011)

- importance of home languages
- integrating home languages into the curriculum
- creating classrooms where languages flourish
- promoting additive bilingualism
- extending children's knowledge about languages
- partnering with parents
- knowing your children
- giving all parents a voice
- making international schools truly international
- "weaving" other languages into the curriculum
- developing international mindedness
- creating inter-lingual awareness promoting bilingualism and multilingualism
- adopting transformative, progressive, inclusive, inquiry based classroom practices

WELCOMING LINGUISTIC DIVERSITY IN EARLY CHILDHOOD CLASSROOMS Murphy (2011)

"The first language challenge."

"We must acknowledge the importance of all first languages in the classroom ..."

"... serious thought must be must be given to dealing with first language development."

REFERENCES

- Carder, M. (2007). *Bilingualism in International Schools: A Model for Enriching Language Education*. Clevedon: Multilingual Matters.
- Chumak-Horbatsch, R. (2012). *Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children*, Toronto: University of Toronto Press.
- Gallagher, E. (2008). *Equal Rights to the Curriculum: Many Languages One Message*. Clevedon: Multilingual Matters.
- Gallagher, E. (2011). Young children have stories to share. In E. Murphy (Ed.). *Welcoming Linguistic Diversity in Early Childhood Classrooms: Learning From International Schools*. Bristol: Multilingual Matters.
- Gallagher, E. (2011). Weaving Other Languages and Cultures into the Curriculum in International Schools. In (Eds.) Cummins, J. & Early, M.) *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*.
- García O. (2009a). Education, multilingualism and translanguaging in the 21st century. In (Eds.) T. Skutnabb-Kangas, Minati Panda & Robert Phillipson. *Multicultural Education for social justice: globalizing the local*. New Delhi: Orient Blackswan. 140-158.
- García O. (2009b). Emergent bilinguals and TESOL. What's in a name? *TESOL Quarterly* 43(2): 322-326. Special issue edited by Shelley Taylor.
- García, O. (2009c). *Bilingual education in the 21st century: A global perspective*. Malden, Ma. & Oxford: Basil Blackwell.
- International Baccalaureate Documents: (2009, 2011). *Language scope and Sequence, Language and Learning in IB Programmes, Making the PYP Happen: A curriculum framework for international primary education*.
- Murphy, E. (2003). Monolingual international schools and the young non-English-speaking child. *Journal*

of *Research in International Education*. 2(1), 25-45.

Murphy, E. (2011). *Welcoming Linguistic Diversity in Early Childhood Classrooms*. Clevedon: Multilingual Matters.

Schwarzer, D., Haywood, A., & Lorenzen, C. (2003). Fostering multi-literacy in a linguistically diverse classroom: How does a monolingual teacher support linguistic diversity in a classroom of children who speak many different native languages? *Language Arts*, 80 (6), 453 - 460.

Shoebottom, F. (2009). Academic success for non-native English speakers in English medium international schools. *National Association for Language Development in the Curriculum Quarterly*.

Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Education Quarterly*, 6, 323-346.

Wong Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory Into Practice*. 39(4), 203-211.

RESOURCES

1. LAP on YOUTUBE

<http://utpblog.utpress.utoronto.ca/2013/11/28/a-guide-for-working-with-young-immigrant-children/>

2. MYLANGUAGE.CA <http://www.mylanguage.ca>

This website provides research-based information about the importance of maintaining and protecting home languages and helps parents, teachers, childcare workers and service providers understand the personal, social, linguistic and academic reasons for maintaining and protecting home languages.

3. DVD: Language of the Home - Foundation for Success

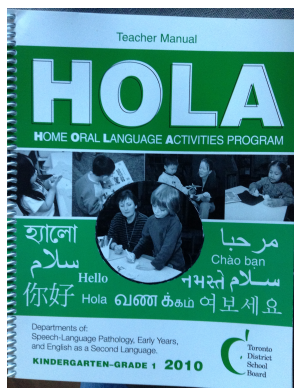
Your Home Language: Foundation for Success provides a guide and encouragement to parents in the many ways they can support their children's learning. This is a rich resource full of scenarios where parents and members of the extended family, through the normal day-to-day interactions in the home, help to build their children's language and cognitive skills, preparing them for a confident transition to school. This twelve-minute DVD has the following language versions: Bengali, Punjabi, English, Russian, English (captioned) Somali, Farsi, Spanish, Gujarati, Tamil, Korean, Urdu, Mandarin and Vietnamese. To order this DVD contact: Gitta Berg, Toronto District School Board: curriculumdocs@tdsb.on.ca

4. STARTING POINTS:

FOR EDUCATORS OF CULTURALLY AND LINGUISTICALLY DIVERSE YOUNG CHILDREN

STARTING POINTS provides strategies that support successful teaching and learning for diverse young children. These DVDs show how pre-K to grade three teachers welcome children and enable them to grasp new language and concepts.

5. HOLA: Home Oral Language Activities



The Home Oral Language Activities (HOLA) program is a book bag program developed in 2010 by the Toronto District School Boards (TDSB) Intended for Kindergarten and Grade 1 children, HOLA can be used at home or in the classroom. The kit includes language and literacy activities and thematic books in twelve languages (Arabic, Bengali, Chinese, English, Farsi, Gujarati, Korean, Somali, Spanish, Tamil, Urdu, and Vietnamese).

Contact curriculumdocs@tdsb.on.ca to purchase the HOLA kit.