

# LINGUISTICALLY APPROPRIATE PRACTICE

A Guide  
for Working  
with Young  
Immigrant  
Children



**Roma Chumak-Horbatsch**

Foreword by Jim Cummins

# Linguistically Appropriate Practice A Guide For Working With Young Immigrant Children

**Roma Chumak-Horbatsch**



## **Linguistically Appropriate Practice A Guide For Working With Young Immigrant Children:**

Linguistically Appropriate Practice Roma Chumak-Horbatsch, 2012-01-01 This path breaking book provides a convincing argument for the importance of children's home languages and the benefits of dual and multi language learning A new classroom practice known as Linguistically Appropriate Practice LAP offers guidance for those working with young children who arrive in childcare centres and schools with little or no proficiency in the classroom language Linguistically Appropriate Practice details over fifty classroom activities that can be adapted to match both the developmental level of the children and the classroom curriculum Intended for childcare staff health care providers settlement workers speech and language pathologists kindergarten and primary grade teachers family resource workers and literacy specialists this book is an essential resource for preparing young children for the complex communication and literacy demands of the twenty first century

*Linguistically Appropriate Practice* Roma Chumak-Horbatsch, 2013 This path breaking book provides a convincing argument for the importance of children's home languages and the benefits of dual and multi language learning

**Using Linguistically Appropriate Practice** Roma Chumak-Horbatsch, 2019-08-08 The presence of students for whom the school language is not their first language creates unique challenges and opportunities for teachers This book provides an accessible guide to multilingual teaching using Linguistically Appropriate Practice LAP in diverse classrooms worldwide It is firmly grounded in the latest research on multilingual learners and takes a realistic approach to teaching in linguistically diverse schools today The author argues that successful multilingual teaching is an option for all teachers and that it has benefits for every child in the classroom as well as the wider school community The book provides profiles of LAP in action around the world explains the relationship between theory and multilingual practice lays out the characteristics of the LAP teacher and the LAP classroom discusses challenges that have been identified by teachers using LAP in their classrooms provides a step by step guide to implementing and enriching LAP includes resources to support multilingual teaching and learning This book is an invaluable support and inspiration for practising teachers and trainee teachers It will help them transform their classrooms into multilingual environments where all children have equal opportunity to participate learn and grow

*Linguistically Appropriate Practice* Roma Chumak-Horbatsch, 2012-09-01 This path breaking book provides a convincing argument for the importance of children's home languages and the benefits of dual and multi language learning A new classroom practice known as Linguistically Appropriate Practice LAP offers guidance for those working with young children who arrive in childcare centres and schools with little or no proficiency in the classroom language Linguistically Appropriate Practice details over fifty classroom activities that can be adapted to match both the developmental level of the children and the classroom curriculum Intended for childcare staff health care providers settlement workers speech and language pathologists kindergarten and primary grade teachers family resource workers and literacy specialists this book is an essential resource for preparing young children for the complex communication and literacy demands of the twenty first

century     Teacher education for working in linguistically diverse classrooms Anne Reath Warren, Jonas Yassin Iversen, Boglárka Straszner, 2025-05-06 This volume presents studies on aspects of teacher education that prepare teachers for working in linguistically diverse classrooms and schools in five Nordic countries Denmark Finland Iceland Norway and Sweden This twin focus teacher education in linguistically diverse contexts and Nordic perspectives makes the volume unique in its field and contributes to international discussions on how teacher education can prepare preservice and in service teachers for working with linguistically diverse student groups The volume includes contributions on Teacher education policies Teacher educators perspectives on teacher education and Pre service teacher perspectives on teacher education The ways in which teacher education prepares educators for working with newcomers and multilingual students has attracted considerable attention in recent years This reflects the increasingly linguistically diverse nature of classrooms that teachers around the world meet that is in turn a direct result of intensified globalisation and transnational migration Clearly teacher education is crucial for successful implementation of educational provisions for multilingual students Teacher knowledge gained partly through teacher education plays a central role in creating educational environments where multilingual students can thrive This volume focuses specifically on teacher education in a Nordic context a region traditionally associated with progressive approaches in education based on principles of inclusivity social justice and equal opportunity In the twenty first century most Nordic countries have experienced increasing levels of migration While neither multilingualism nor transnational migration are new phenomena in the region geographical and social factors as well as the ways humans communicate have helped make multilingualism more visible in the twenty first century Schools in the Nordic countries have had to act quickly and think flexibly to meet the needs of an increasingly linguistically and culturally heterogeneous group of students The ability of the Nordic countries to provide these students with inclusive equal education and a fair chance to start a new life constitutes in some ways the ultimate test of the Nordic model of education Investigating how this challenge is addressed in different forms of teacher education is the topic to which this volume turns its attention

Multilingual Teaching Roma Chumak-Horbatsch, 2025-01-14 This book lays out a radical new all in approach to teaching in linguistically diverse classrooms that everyone including those who already speak the school language is included in multilingual pedagogy The author argues that school language speakers are the missing piece in multilingual teaching and provides a new resource Linguistically Appropriate Practice Plus LAP to help teachers engage these learners in meaningful language tasks and support their language skills and interests With all learners on board multilingual teaching becomes pedagogy that is fully inclusive and linguistically fair     *Transferring Language Learning and Teaching From Face-to-Face to Online Settings* Giannikas, Christina Nicole, 2022-02-18 Language teaching programs have to respond to the need for distance education with teachers working to transfer their material onto online platforms and or learning management systems LMS even though their materials are not designed with distance learning in mind COVID 19 has led to English

language teaching programs extending their teaching online for the unforeseeable future and trying to adjust the material to deliver high quality practice The education emergency caused by the COVID 19 pandemic has revealed that the world needs an education system that favors flexibility and resilience to equip educators to face unpredictable emergencies that may arise Transferring Language Learning and Teaching From Face to Face to Online Settings examines the phenomenon of emergency language education further and provides an avenue for language teachers and researchers to share their experience thoughts and suggestions about transferring their material and teaching approaches from face to face f2f to an online setting The edited volume offers a platform for exploring how the field of language teaching is adapting to changes that have derived from the pandemic with a strong focus on the challenges faced and ways to move forward Covering topics such as digital pedagogy and teacher education it is ideal for instructors faculty trainers instructional designers administrators policymakers researchers teachers teacher educators and students Drama of Multilingualism Gabrijela

Aleksi?,2022-03-01 This book is a synthesis of important topics in studying multilingualism dynamic multilingualism translanguaging language policy bilingual education and bilingualism and cognition The author as an immigrant herself integrated personal and dramatic experiences around most of the topics to show how they influence the lives of immigrants around the globe The author s aim is to reach the readers in a personal way The issue of translanguaging and social justice is crucial for the book The studies on bilingualism and cognition give amazing results on how bilingual children profit from increased metalinguistic awareness abstract thinking creativity working memory attention control to name just a few Bilingualism is shown to be a real gift for human understanding The original feature of this book is the integration of excerpts of the interviews the author conducted with the experts in the field of bilingualism Ellen Bialystok Jim Cummins Ofelia Garc a Christine He lot Nancy Hornberger and Catherine Snow For each topic their opinions are combined with future directions in the research on bilingualism that can certainly inspire other researchers in the field Finally this book is called Drama of Multilingualism Literature Review and Liberation and it is exactly that informing and affecting those who want to embark on this dramatic journey of exploring multilingualism **Challenges and Opportunities in Education for**

**Refugees in Europe** ,2018-12-24 The wave of migrants arriving in Europe fleeing from war or hard living conditions represents both a challenge and a great educational opportunity for the European school systems Currently research and good practice in this field have been mainly developed within the boundaries of national educational politics and policies addressing distinct populations This fragmentation has stood in the way of a systematic analysis of the question at the European level which is a necessary condition for the advancement of successful educational interventions The book aims to offer substantive insights for researchers policy makers and teachers concerned with the effective inclusion of refugees within education by collecting and comparing the growing body of knowledge that is emerging from eight European countries Contributors are Oula Abu Amsha Miki Aristorenas Tatjana Atanasoska Benjamin Brass Henrik Bruns Heike de

Boer Sanja Grbi Hermina Gunn rsd ttir Laure Kloetzer T nde Kovacs Cerovi Louise Pagden Michelle Proyer Wayne Veck Dragan Vesi and Julie Wharton      **Diversity and Social Justice in Early Childhood Education** Kirsten Lauritsen,Garry Robson,2017-05-11 This collection is aimed at practitioners and scholars interested in democracy social justice and diversity The importance of the book lies in the way it discusses possible ways for early childhood education to work with diversity and language in order to allow inclusion and social justice for all children Building on case studies from Denmark Finland Iceland Norway and Sweden the text offers broad insights into the field of diversity through historical and organisational perspectives as well as viewpoints of children practitioners and parents      **Researching Educational Practices, Teacher Education and Professional Development for Early Language Learning** Sandie Mourão,Carolyn Leslie,2024-06-03 Recognising the urgent need for further progress in teacher education and preparation for the success of early language learning this volume presents research on the education and professional development of teachers exploring how they can foster multilingual spaces in the early years of formal education Investigating a range of European contexts the book examines the effectiveness of teacher education for early language learning covering contexts of multilingualism and English as a foreign language EFL with children under the age of 12 Split into three parts examining research into teacher practices education and curricula chapters cover emerging topics such as teacher education and local linguistic encounters global citizenship and transcultural education linguistic landscapes and visual narratives mixed age classrooms and literacy skills pre service and in service teacher education and teacher and teacher educator competencies and beliefs Offering a unique combination of foci on teachers teacher education and classroom practice this book will be of great interest to researchers and postgraduate students in the fields of early language education multilingualism EFL and teacher education more broadly Student teachers and teachers working in early language learning contexts may also find the volume of interest Introduction Chapters 7 11 12 and 13 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license      Rethinking Heritage Language Education Peter Pericles Trifonas,Themistoklis Aravossitas,2014-09-11 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education Rethinking Heritage Language Education is an edited collection that brings together emerging and established researchers interested in the education field of Heritage Language Education to negotiate its concepts and practices and investigate the correlation between culture and language from a pedagogic and cosmopolitical point of view The scholars who have contributed to the growth of Heritage Language Education as a discipline reconsider and enrich their findings by drawing new lines across the boundaries of research and practice It complements the previous work of these theorists filling a void in the current literature around the question of Heritage Language Education

Inclusive Education in Bilingual and Plurilingual Programs Mañoso-Pacheco, Lidia,Estrada Chichón, José

Luis, Sánchez-Cabrero, Roberto, 2024-02-07 Implementing bilingual and plurilingual education programs has ushered in a transformative era for educators worldwide. These programs have redefined teaching practices and thrust diversity into the spotlight as a central concern. During this paradigm shift, the need to cater to diverse students has become paramount, particularly in monolingual European contexts where bilingual and plurilingual instruction is often perceived as a formidable challenge, especially for learners with special needs. *Inclusive Education in Bilingual and Plurilingual Programs* assembles a compendium of international theoretical and practical contributions shedding light on the intricate interplay between diversity and bilingual or plurilingual education. This book delves into the multifaceted realm of attention to diversity in education where the focus is on tailoring teaching methods to the specific needs of students encompassing differences in abilities, learning paces, and styles, which empowers students to acquire essential competencies and attain educational objectives at each stage of their academic journey. Secondly, it traverses the landscape of bilingual and plurilingual education, which has emerged in response to the societal employment and economic demands for language proficiency beyond one's mother tongue. This book is essential reading for many educational stakeholders engaged in bilingual or plurilingual education. Teachers at every educational level, along with teacher trainers at tertiary institutions, will find valuable insights for tailoring their pedagogical approaches to the unique needs of their students. *Focus on Special Educational Needs* Cristina Sánchez-López, Theresa Young, 2018-08-23 *Focus on Special Educational Needs* explores the characteristics of effective classroom instruction for language learners aged 5-18 with special educational needs. It guides teachers and other educational practitioners to combine their perspectives in providing balanced, coordinated, cohesive, and comprehensive approaches. The authors present a framework for developing inclusive learning environments which are culturally and linguistically responsive, based on strengths-based perspectives. Research studies and examples from the classroom illustrate collaborative practice in action. Additional online resources at [www.oup.com/elt/teacher/fosen](http://www.oup.com/elt/teacher/fosen) Cristina Sánchez-López is a teacher educator in Chicago at the Illinois Resource Center Multilingual Cultural Classroom and Paridad Education Consulting. Theresa Young is a speech language pathologist and educator in private practice in Parry Sound, Ontario. This excellent book provides detailed guidance for educating language learners with special educational needs based on a thorough review of classroom research. The authors advocate approaches which build upon all the assets learners bring to the classroom and integrate these with decades of best practices in second language development and special education. This will be a welcome resource to graduate students and practicing teachers alike. Dr. Nadeen T. Ruiz, School of Education, University of California at Davis. **Three Plays of Maureen Hunter** Hunter, Maureen, 2003 Book is clean and tight. No writing in text. Like New. Learning Spaces for Inclusion and Social Justice Lars Anders Kulbrandstad, Hanna Ragnarsdóttir, 2019-01-15 This edited volume emanates from a Nordic research project which was conducted in Finland, Iceland, Norway, and Sweden in 2013-2015. The main objective of the project was to draw lessons from success stories of

individual immigrant students and whole school communities at different levels that have succeeded in developing learning contexts that are equitable and socially just thus turning attention to good practices and what can be learnt from these The book presents and discusses the main findings of the Learning Spaces project on the three school levels pre compulsory and upper secondary and contains chapters on research methodologies applied in the project relevant educational policies leadership and implementation of the project While set in the Nordic context this volume will serve to contribute to current global discussions around diversity and social justice in education It will primarily appeal to educational practitioners and academics interested in issues of diversity in schools

#### **Icelandic Studies on Diversity and Social Justice in Education**

Samúel Lefever, Hanna Ragnarsdóttir, 2019-01-18 The educational systems of the Nordic countries are based on a common set of fundamental values such as democracy social justice and inclusion However when it comes to the treatment of diversity especially in education many issues remain unresolved This edited volume presents Icelandic research on the challenges and opportunities of diversity in education at several levels including preschool primary secondary vocational and higher education in Iceland The chapters shed light on school experiences of students and parents of immigrant or refugee background and their teachers and explore attitudes and values of young people with regards to diversity human rights and multicultural society This book also addresses the issues of the professional development of teachers and inclusive practices and will primarily appeal to classroom teachers and academics teacher education students social educators and education policy makers While set in the Icelandic context this volume will serve to contribute to current global discussions on diversity and social justice in education

#### **Rethinking Intercultural Education in Times of Migration and Displacement**

Nektaria Palaiologou, 2023-10-06 Which are the main issues which are at the forefront of the academic discourse within the field of intercultural education today That s the central question on which the current volume attempts to shed some light By presenting theoretical foundations research findings practical examples and case studies the book helps readers to go beyond stereotypes and prejudices strengthening the intercultural education principles in their practices The diverse perspectives contained in the book provided through contributions from authors from different countries encourage readers to critically reflect on the promotion and further development of intercultural and multicultural education and on the different approaches for effectively facing complex diversity issues in multicultural settings

#### **Plurilingual Pedagogies**

Sunny Man Chu Lau, Saskia Van Viegen, 2020-04-10 This book critically engages with theoretical shifts marked by the multilingual turn in applied linguistics and articulates the complexities associated with naming and engaging with the everyday language practices of bi multilingual communities It discusses methodological approaches that enable researchers and educators to observe and interact with these communities and to understand their teaching and learning needs It also highlights pedagogical approaches and instructional strategies involved with learning and teaching language and or content curriculum to students across various learning and educational contexts The book addresses recent debates on the multi



plural turn in applied linguistics and articulates the limitations of these debates particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in unique educational contexts resisting monolingual approaches to language in education Furthermore it includes commentary response pieces from established scholars in dialogue with recent plurilingual research in the field to put the work in critical perspective within extant theories and literature

### **Ethical and Methodological Issues in Researching Young Language Learners in School Contexts**

Annamaria Pinter, Kuchah Kuchah, 2021-05-10 This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts It uncovers and explicitly discusses a range of ethical dilemmas challenges and experiences that researchers have encountered and grappled with in studies of all kinds from large scale experimental studies to ethnographic studies focused on just a handful of children The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child focused research requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school based experiences The book comprises three sections with the first part focused on involving children as active participants in research part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC 1989 document in second language research with children which will be of use to any researcher working in this area

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