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3rd APPLIED LINGUISTIC & LANGUAGE TEACHING
INTERNATIONAL CONFERENCE

18 - 20 March 2021 - [ONLINE]

Using Linguistically Appropriate Practice (LAP) in the language classroom

Keynote Presentation

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Pioneering Futures Since 1898



Bio

- **Course Leader**

Master of Art in English Language Teaching, University of East London, United Kingdom.

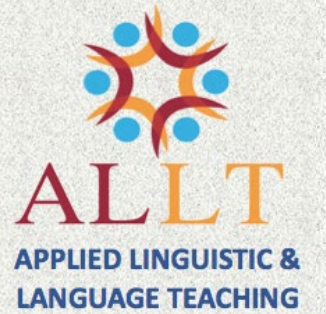
- **Senior Lecturer**

Language Education and Teacher Training

- **Masters and PhDs/EdDs Director of Study/Supervisor**

- **Senior Fellow of the Higher Education Academy (SFHEA)**

- **Consultant at the British Council**





Aims of the Presentation



Discuss the concept of “method” and “methodologies” using the framework of Critical Pedagogy.

Introduce “Linguistically Appropriate Practice” (LAP).

Review the main principles and themes underpinning LAP.

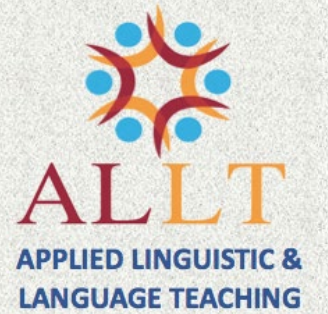
Explore the role of the native language (L1) when learning additional languages.

Identify the characteristics of teaching and learning contexts embedded in LAP.



The “method” legacy

- Method and methodologies prevalent constructs in the field of teaching and learning languages for a long time.
- Pseudo-scientific rationale for the development of teaching methods based on the influence of a positivist approach and theories of language learning.
- Methods turned into recipes in a quest for the best way for teaching and learning languages.
- Methods assumed uniformity and very little scope for variation.
- Methods seen as a “safety net”.





“Methods” and “Methodologies”



- **Restricted view**
- **Stifles creativity and innovative practices**
- **Ignores diversity and the uniqueness of classroom interactions**
- **Overlooks the linguistic and cultural capital of instructors and learners**
- **Metalinguage open to debate**
- **Overemphasis on grammatical & communicative competences but without a clear understanding of the language processing in the brain**
- **Ignores the affordances provided by other settings beyond the classroom**



Lightbown, P. M. & Spada, N. (2013). *How languages are learned*. 4th Ed. Oxford: Oxford University Press.



New times, new challenges

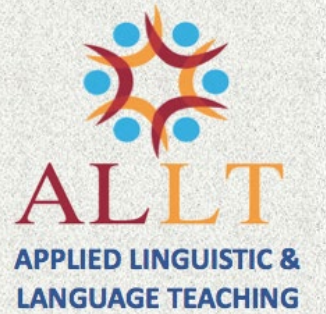


- Monolingual configurations, linguistically diverse classrooms
- Monolingualism has become the exception rather than the norm
- Mass media and the Global Village (synchronous communication)
- Greater awareness of neurodiversity, preferred learning styles, and a variety of unique learning needs
- Shift from individual cognition to social networks
- However, the way we teach languages have remained largely the same for the last 20 years.
- What are we doing to respond to the new challenges?





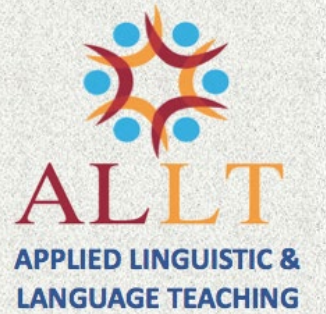
Linguistically Appropriate Practice



- Roma Chumak-Horbatch (2012, 2014)
- Canadian context
- Immigrant children in early years contexts
- Bilingual education
- ‘Linguistically’: L1/L2 alternation
- ‘Appropriate’: identification of language needs
- ‘Practice’: teaching and learning (pedagogical knowledge)
- Focus on classroom activities



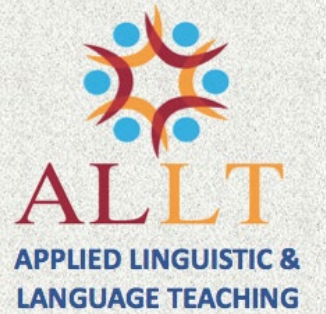
Linguistically Responsive Teaching



- Tamara Lucas & Ana M. Villegas (2011)
- American context
- Elementary and secondary education (K-12)
- Teacher training for language diversity
- ‘Linguistically’: Teachers’ cultural and linguistic awareness
- ‘Responsive’: Identification of learners’ needs
- ‘Teaching’: Use of strategies for learning
- Focus on teachers’ knowledge, skills, and competences



LAP Principles



1. SLL is not a simple soaking-up process
2. Students learn an L2 in many different ways
3. Learning an L₂ = acquisition of new social and academic skills
4. Emergent bilingualism = language and the brain
5. L1 is an integral part of the who our learners are
6. Cognitive advantages in dual language mental processing
7. Language mixing is unavoidable



Underpinning Principles of LAP

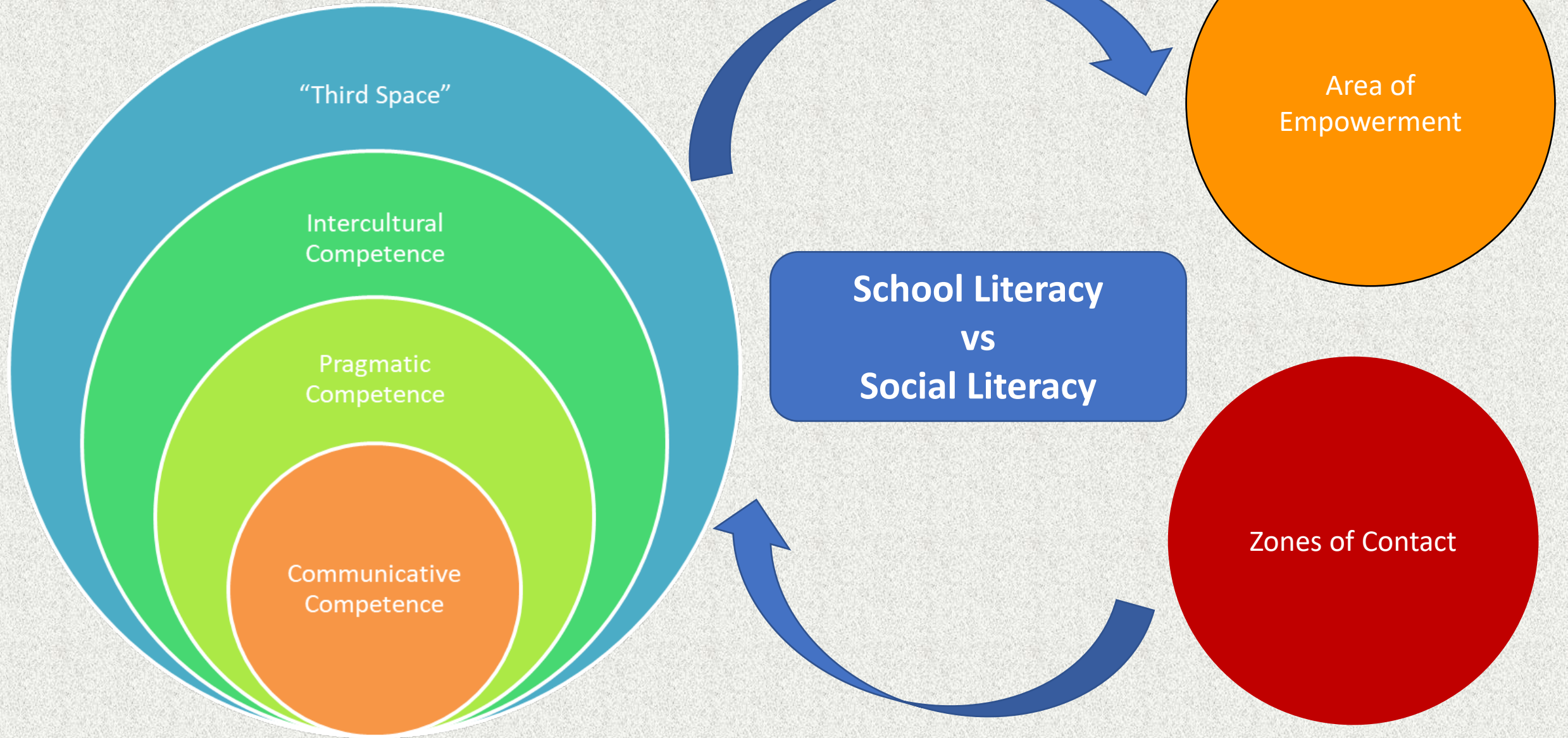


Changing school populations as a result of dislocation, change, and transition

Shortcomings of monolingual instruction

Native language/s (L1) as a resource for learning L2. Linguistic Capital







How does LAP look in “practice”?



1. Acknowledgement of diversity
2. Pragmatism or “what works”
3. Acknowledgment of learners’ existing linguistic capital and prior knowledge
4. The linguistic mechanism in the brain functions as a single unit
5. Modelling and scaffolding
6. Judicious use of the learners’ L1
 - Translanguaging (García, 2008)
 - Cross-language connections (Cárdenas-Hagan, 2018)
 - Language Learning Strategies (Moya, 2021)
7. Nurturing and enabling environment for L2 learning



Inclusive approach
promoting local
responses to global
problems

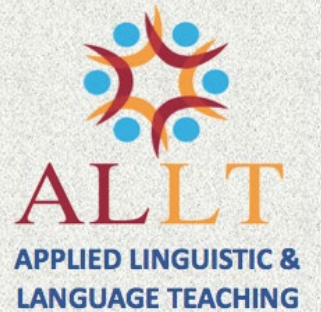


Method-ruled
classroom practices

Bridging diversification and equality in the classroom

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THANK YOU

Q & A

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