



MULTILINGUAL TEACHING: The Missing Piece

The purpose of **MULTILINGUAL TEACHING: The Missing Piece** is three-fold:

- To profile the language reality of school language *speakers*, newly identified as the *missing piece* in multilingual teaching;
- To introduce a new multilingual teaching resource, and
- To include school language speakers in the multilingual teaching agenda and advocate for fully inclusive, all-in multilingual teaching.

The never-before-available language profile of school language speakers shows two distinct groups. The first includes former school language learners who have added the school language to their linguistic repertoire, have reached some level of bi/multilingualism, and who continue to use one or more family languages in their homes and communities, while native speakers of the school language make up the second group of school language speakers. The language profile also reveals the richness of school language speakers' language lives: their many diverse language experiences and skills, their organic interest in language, their high-level awareness of language similarities and differences and their unique language needs.

A new teaching resource called *Linguistically Appropriate Practice Plus* or LAP+¹, especially developed to respond to the language needs of school language speakers and bring them into the multilingual teaching agenda is introduced and explained. The examples of LAP+ *in action* illustrate that attention to the *missing piece* in multilingual teaching, acknowledgement of the richness of school language speakers' language lives and their inclusion in language activities can indeed extend multilingual teaching and transform it into pedagogy that is fully inclusive, linguistically fair and open to all learners.

¹ LAP+ is the third and final part of the *Linguistically Appropriate Practice* series:
Chumak-Horbatsch, R. (2012) *Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children*. University of Toronto Press.

Chumak-Horbatsch, R. (2019) *Using Linguistically Appropriate Practice: A Guide for Teaching in Multilingual Classrooms*. Multilingual Matters.