

**What Happens When You Do LAPs (Language Acquisition Projects)?
More than Meets the Eye (Dwight Gradin, MTI)**

Every language-lesson has content, something to be learned. But in addition to content there are other important things that lesson-designers should pay attention to to optimize the learning so that the brain can more readily do what the brain is designed to do--assimilate, store, and retrieve language. Here are 8 specific questions with specific LAP-Lesson answers.

8 Questions when Designing a Language Lesson:

1. Re. The Content -- How will the lesson-content be prepared and presented to the learners' brains?
2. The Learners -- What will learners be enabled to do and to what degree will learners be involved?
3. The Skills and Focus -- What learning-skills will be 'first & foremost'; and on what will learners' brains be focused?
4. The Initiator -- Who will take the lead to activate the learning process and with what effect?
5. The Learning Process -- What influence will a step-by-step progression through the lesson-activity have?
6. The Role of the Native Speaker -- What posture will the teacher/tutor/helper assume?
7. The Learning-Dynamics -- What 'learning-stimulants' will "hopefully" accompany the learning process to heighten/deepen the learning impact?

(Note on "hopefully": Actually, it's not possible to work 'Learning-Dynamics' (and #8: the 'Class-Atmosphere') into a plan. They are rather 'hopeful' accompaniments or effects or outcomes that are very much linked to how the step-by-step process is carried out by learners and helpers.)
8. The 'Class-Atmosphere' that pervades as the learning activity unfolds -- What ("hopefully") will be the prevailing 'mood' or 'tenor' as learners and helpers are involved together in the learning activity?

Answers from how LAP-Lessons are Designed:

The LAP-Content is **visible/tangible/manipulatable**; thus, the learning is confined to '**Right Here**' and '**Right Now**'.

LAP-Learners are able to **see/touch/move** the props; thus, learners are **physically active** and the brain **fully engaged**.

Skills -- **Listening/Seeing** while actively engaged in **Doing**. Brain-Focus is on understanding; **Comprehension** leads the way, not grammar. (The language gets *in* first.)

LAP-Learners **activate** the learning and **set the pace**. This enables learners' brains to '**pull the language in**'.

LAPs' **tightly-controlled sequence** helps learners **stay on track** and not wonder about what to do next. It's **freeing**.

'Unprepared': Comes to **help-learn**, not to teach. Assumes a **supportive role** with low control. **Assists** and **enlivens** the LAP-Learning activity. Helps learners be **successful** in LAP-Learning.

Learners preparing LAPs increases **readiness to learn**. Learners enter with **curiosity, wonder, fascination**. Learners **discover** (not told). The brain loves to discover. Learners become **engrossed** in the learning activity. Learners **experience the language** without analyzing it. Learners sense **affirmation from understanding**. Learners' brains begin to **anticipate** what will be said. Learners sense **challenge to problem-solve**. Learners get **immediate feedback**. Learners so involved that they **do not 'translate'**. Learners **acquire** with little or **no brain-memorization**. Learners **sense grammar** without concentrating on it. Learners **not bogged down** with pronunciation/grammar. Learners are '**playing**' in the language, not '**working**' on it.

The LAP-Class atmosphere is **safe** and **stress-free**. The mood is **conducive to good learning**. A sense of **camaraderie** emerges (learners and helpers). Learners' '**Learning-Gates**' **stay wide-open**. Learners and Helpers **enjoy the experience**.