

LANGUAGE ACROSS THE CURRICULUM

UNIT 1

CONCEPTUALIZATION AND PRINCIPLES OF LAC

LAC- CONCEPT

- ❖ "Language across the curriculum" is an **educational approach** that emphasizes the **integration of language development**—reading, writing, speaking, and listening—**across all subject areas**.
- ❖ This concept asserts that language is a fundamental tool for learning in every discipline, and that **all teachers**, regardless of their subject, **share the responsibility of supporting students' language skills**.
- ❖ The approach encourages the use of **subject-specific vocabulary**, **discourse styles**, and **communication practices** to enhance students' understanding and expression within each subject area.

LAC-ORIGIN

- ❑ The concept of "language across the curriculum" originated in **the United Kingdom** during the **1960s** and **1970s** as part of broader educational reforms.
- ❑ It gained prominence with the publication of the **Bullock Report** in **1975**, titled "A Language for Life," which highlighted the importance of language in all learning processes.
- ❑ The report criticized the compartmentalization of language instruction solely within English or language arts classes and advocated for a more integrated approach, where all teachers would take responsibility for developing students' language abilities.

LANGUAGE: DEFINITION

- Language is a **system of communication** that involves the use of symbols, sounds, gestures, or written characters that are combined in various ways to create meaning.
- It is a primary tool for humans to express thoughts, emotions, intentions, and information. Language enables individuals to interact, share ideas, and build social connections.
- It consists of vocabulary, grammar, syntax, and phonetics, and it can be spoken, written, or signed.

LANGUAGE: ETYMOLOGY

- ❖ The word "language" comes from the Latin word **lingua**, meaning "**tongue**" or "**speech**."
- ❖ The connection between the tongue as a physical organ and its role in speech likely influenced this association. The term evolved through Old French as 'langage', which referred to both "speech" and "a form of communication."
- ❖ This was adopted into Middle English as 'language', retaining its dual meaning of the physical act of speaking (using the tongue) and the broader system of communication.

CURRICULUM: DEFINITION

- ✓ A curriculum is a structured set of educational experiences, goals, content, and instructional methods organized by an educational institution to guide teaching and learning.
- ✓ It outlines what students are expected to learn, how they will learn it, and how their learning will be assessed.
- ✓ A curriculum typically includes subjects, course outlines, lesson plans, learning objectives, teaching materials, and assessment methods.

CURRICULUM: ETYMOLOGY

- The word "curriculum" comes from the Latin word curriculum, which means "a running" or "a course," derived from the verb currere, meaning "to run" or "to proceed."
- Originally, it referred to a "racecourse" or "a running track" in ancient Rome. This metaphorical use suggests a path or a journey of learning that students undertake, much like a runner follows a course.

LAC: MEANING

- Language across the curriculum is an educational approach that integrates language development into all subject areas rather than confining it to language classes.
- It promotes the idea that language skills—reading, writing, speaking, and listening—are essential for learning in every discipline, from science and mathematics to history and art.
- This approach emphasizes that all teachers, regardless of their subject, are responsible for helping students develop these skills, using language as a tool for learning and understanding.

LAC: CONCEPTS

1. **Integration of Language Skills:** Language skills are embedded in all subjects. For instance, writing a lab report in science, or interpreting historical documents in history, all involve using language effectively.
2. **Subject-Specific Language:** Each discipline has its own language conventions, including vocabulary, discourse styles, and genres of writing. Understanding these details help students better grasp the content of each subject.
3. **Language as a Learning Tool:** Language is not just a means of communication but also a tool for thinking, reasoning, and problem-solving. Encouraging students to articulate their thoughts and understanding in all subjects fosters deeper learning.
4. **Collaborative Teaching:** This concept encourages collaboration among teachers of different subjects to develop consistent and supportive language practices across the curriculum. It promotes a cohesive learning environment where language development is a shared responsibility.

LAC: NEEDS

1. **Improving Comprehension:** Students often struggle with understanding subject-specific texts and terminology. Language across the curriculum addresses this by teaching students how to decode and comprehend complex texts across different subjects.
2. **Enhancing Expression:** Students need to express their understanding clearly and accurately in various forms, such as essays, reports, presentations, or discussions. This approach supports students in developing these communication skills.
3. **Developing Critical Thinking:** Engaging with content through language promotes critical thinking skills, helping students analyze, synthesize, and evaluate information more effectively.
4. **Support for All Learners:** This approach is particularly beneficial for students with language barriers by providing consistent language support across all subjects.

LAC: IMPORTANCE

1. **Holistic Learning:** Language across the curriculum encourages a more holistic approach to education by recognizing that language is interconnected with all areas of learning. It breaks down the silos between subjects, leading to a more integrated and comprehensive education.
2. **Better Academic Performance:** When students have strong language skills, they can perform better across all subjects. Improved reading comprehension, writing clarity, and effective communication are linked to higher academic achievement.
3. **Preparation for Real-World Communication:** In the real world, communication is not confined to one subject area. By learning language skills across the curriculum, students are better prepared for diverse communication demands in their future careers and everyday life.
4. **Equity and Inclusivity:** By embedding language support in all subjects, this approach helps ensure that all students, regardless of their linguistic background, have access to the tools they need to succeed academically.

LANGUAGE PROFICIENCY: TERMS

Monolingualism:- Monolingualism refers to the **ability to use only one language proficiently**. A monolingual person speaks, reads, writes, and understands only one language, which is typically their native or first language.

Bilingualism:- Bilingualism is the **ability to use two languages proficiently**. Bilingual individuals can speak, read, write, and understand two languages at varying levels of fluency.

Types: **Simultaneous Bilingualism:** Occurs when a person learns two languages from early childhood, often in a bilingual household or community.

Sequential Bilingualism: Happens when a person learns a second language after establishing proficiency in their first language, often through formal education or immigration.

LANGUAGE PROFICIENCY: TERMS

Multilingualism :- Multilingualism is the **ability to use three or more languages proficiently**. Multilingual individuals have the capacity to communicate, read, write, and understand multiple languages, often at varying levels of fluency.

Types:

Polyglot: A person who is proficient in several languages.

Plurilingualism: The ability to use multiple languages in different contexts, reflecting an adaptive language use rather than full fluency in all languages.

NEEDS OF MULTILINGUALISM IN EDUCATION

Enhanced Communication Skills: It allows students to access a wider range of resources and express ideas more clearly.

Cognitive Benefits: Learning multiple languages enhances cognitive abilities such as problem-solving, critical thinking, and creativity.

Cultural Awareness and Sensitivity: Multilingualism promotes understanding and appreciation of different cultures, which is important in a diverse classroom setting.

Academic Success: Students who are multilingual often perform better academically as they can understand content in multiple languages. This can be particularly beneficial in subjects like history, literature, and social studies, where texts and resources may be available in different languages.

Inclusivity and Accessibility: Multilingualism ensures that students from diverse linguistic backgrounds feel included and can access the curriculum in their preferred language, reducing language barriers in education.

IMPORTANCE OF MULTILINGUALISM IN 'LAC'

Integrated Learning: By incorporating language skills in all subjects, students learn to apply language in various contexts, improving their overall literacy and understanding of subject-specific terminology.

Cross-Disciplinary Skills: Multilingualism supports the development of skills that are applicable across different subjects.

Support for Language Learners: For students who are not native speakers of the language of instruction, multilingualism provides crucial support, allowing them to learn in a more familiar language while gradually building proficiency in the primary language of instruction.

Real-World Application: Learning languages across the curriculum prepares students for real-world scenarios where they may need to use multiple languages.

Personal and Social Growth: Multilingualism encourages personal growth by building confidence and social skills. It enables students to interact more effectively with peers from different linguistic backgrounds.

LANGUAGE OBJECTIVES FOR CROSS-CURRICULAR LEARNING

- **Understanding Subject-Specific Vocabulary:** Emphasize the importance of learning and using vocabulary specific to each subject.
- **Developing Reading Comprehension Skills:** Focus on reading strategies that help students understand different types of texts, such as textbooks, articles, and instructions, across various subjects.
- **Improving Writing Skills for Different Purposes:** Discuss how writing requirements vary across subjects, such as writing lab reports in science, essays in English, or explanations in mathematics.
- **Enhancing Listening Skills:** Highlight the need for active listening in lessons, group discussions, and presentations, which are essential for understanding and retaining subject matter.

LANGUAGE OBJECTIVES FOR CROSS-CURRICULAR LEARNING

- **Promoting Speaking and Presentation Skills:** Encourage students to develop the ability to express their ideas clearly and confidently in discussions, oral presentations, and debates across subjects.
- **Developing Interpersonal Communication Skills:** Discuss the importance of collaboration and effective communication in group work and peer interactions in various subjects.
- **Adapting Language to Different Audiences and Purposes:** Emphasize the need for students to adjust their language style depending on the audience (e.g., formal language in essays vs. informal language in peer discussions) and purpose.