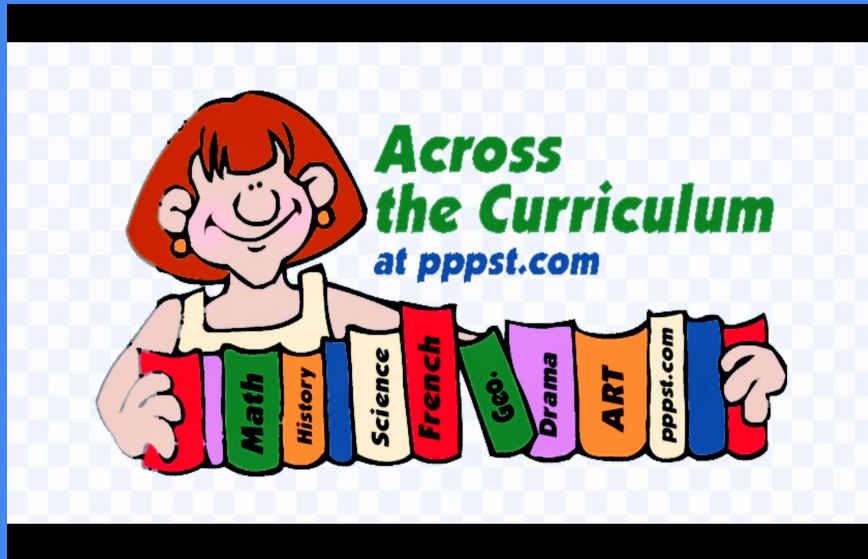


Language Across the Curriculum : It's Role and Principles



Paper - IV

Unit - 1

**By Sohini
Bhattacharyya**

Concept of Language Accross the Curriculum :-

- Language education doesn't only take place in specific subjects explicitly defined and reserved for it.
- Language learning and education also take place in each and every subject in school, in each and every academic/ mental activity, across the whole curriculum.

Principles and Practice of LAC :-

There are perhaps two basic and intertwining principles behind LAC :

- Language is central to learning
- Learning involves language not just as passive medium for instruction but as the principal means of forming and handling new concepts.

Role of LAC :-

- Support language development in each and every learner
- Aims at management and manipulation of language as a means of effective the disciplines.
- Developing linguistic proficiency of each and every learners based on their innate linguistic capacity.

Cont :-

- Attempts to develop a clear, precise, explicit, rational language use.
- LAC develops all of the eight modalities such as Listening, Speaking, Reading, Writing, Viewing, Shaping, Watching, Moving.
- It focuses on constructive and potentially autonomous learning.

- It is a practice supported by findings in cognitive science, linguistics and language pedagogy itself.
- Developing language as a tool for effective conceptualizing and linking information.
- Bridge the gap between cognitively demanding tasks in an increasingly decontextualized manner.
- Structuring discourse and realizing discourse functions.
- Promoting “conceptual Literacy”

Some Strategies for Implementing LAC :-



1. The Directed Reading - Thinking Activity (DRTA) :-

- Discussion format
- Focusing on making predictions
- Requires students to use their background knowledge.
- Make connections to what they know, make predictions about the text.

2. Question - Answer Relationship (QAR) :-

- It's a strategy that targets the question “where is the answer ?”

3. KWL Chart (Know - Want to Know - Learned) :-

- It guides students' thinking as they begin reading
- It involves them in each step of reading process.

4. Comparison Matrix

5. Response Notebook

6. Text Response or Questions

7. Anticipation Guides :-

- A series of statements that require students to use their background knowledge and make predictions.
- Students are asked to read each statement of the anticipation.

8. Chapter Tour :-

- Reading around the text is a pre-reading strategy used to preview text

9. Classification Chart :-

10. Visualising :-

- Good readers create visual images or pictures in their mind while reading.

11. Metacognitive Procedures like “Think Aloud” :-

- Here the expert reader/teacher demonstrates for students the thinking that occurs as he/she constructs meaning from a text.
- The expert reader makes visible to the students the thinking, questioning, predicting, connection, clarifying etc.

12. Semantic Map :-

- It activates background knowledge and encourages making predictions about the text to be read.

13. Graphic Thinking Organizer :-

- This is the visual representation of the organization of the ideas.
- These representations clarify the relationships of ideas and for many students make remembering the ideas easier.

14. Obstacle Course :-

- The teacher plans obstacles that must be overcome by solving problems.

15. Walk this way - Talk this way - Look this way

16. Concept Definition Map

17. Concept Definition Map :-

- A word map is a diagram of a word's meaning that includes what it is, what characterizes it and what are examples of it.
- The purpose of a word map is to build personal meanings by connecting the new information with prior knowledge.
- It is a simple strategy that works well with content vocabulary.

18. Context Clues for Determining Word Meanings :-

- Context clues can sometimes be very helpful in facilitating students' inferring of unfamiliar word meanings.
- It should be noted that focus here is on using context to figure out what words mean, not on using context to read words.

19. List - Group - Label :-

- Students begin with a key word and then proceed to categorize and organize around these categories their background knowledge and eventually their new knowledge from the text.

20. Possible Sentences :-

- Students are given the new vocabulary terms from a reading assignment and asked to create sentences that they believe are reasonable, possible uses of the words.
- This activity encourages students to use their background Knowledge, draw connections between the known and unknown, and make predictions about the content of the reading assignment.

21. Semantic Feature Analysis :-

- Semantic feature analysis activity requires students to make predictions about attributes related to specific vocabulary words or concepts, to set a purpose for reading or researching and to confirm predictions.

22. Vocabulary with Analogy with Word Walls :-

- Helps students use morphemes to figure out the meaning of unknown words and make connections between words they know and new words.
- It targets common root words, prefixes and suffixes.

23. Reader's Theatre

24. Spelling self - correction

25. Clues to Spelling from Word Relationships

26. Guided Discovery

- The teacher of a subject other than English may use this technique to enhance English speaking or writing in relation to their subject area and at the same time engage the learners in a type of discovery learning.

Glossary :-

- **The** students may contribute to the glossary by self study.
- Learners can critically reflect upon what is needed for understanding the concept taught in the class and prepare a glossary on the basis of that.

Vocabulary log :-

- **Vocabulary logs are a graphic organizer of learned words that students can use to deepen their understanding of words beyond the context of a reading selection.**

Benefits :-

- **It helps learners to improve their communication skills in a foreign language.**
- **Helps students to learn the content more.**
- **It helps learners to expand their ideas.**

- It ensures to formulate and Implement language Policy accross the curriculum.
- It help to use the language to teach more effectively and help students learn more effectively.
- Minimize the problems of adjusting to the new medium of instruction and to learn the subject matter better.



Thank you!