

## Language across the Curriculum for Second Language

### Acquisition

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**Abstract** – Language across the Curriculum (LAC) can be perceived as a concept or plan for individual classrooms but it also serves as an overarching policy. Second Language proficiency (English) is not acquired only in language classrooms, in fact language education occurs across subjects, activities, and all school interactions i.e. the entire curriculum. This learning leads to diverse forms of language use, interpretations, perspectives and helps build second language at an early stage. One of the major functions of language is its use for learning: for trying to put ideas into words, for fitting together new ideas with old ones, and so on, to bring about new understanding. These functions suggest that students are not passive receivers but active users of language. A study with middle school teachers and students across curricular areas (English, Science, Social Science, Art and Mathematics) was conducted to help students develop language competencies. It was conducted in three phases with an experimental group and intervention in classroom pedagogy. The study involved semi structured interviews, participant-observation, and self-reflexive exercises for teachers. Handholding teachers through the process of designing tasks and guiding classroom processes contributed towards understanding of best practices that may be useful across learning contexts. Activities/ tasks need to be designed where students get opportunities to find and create meaning without giving them readymade answers. The proposed paper will discuss the research design, methodology and key findings of the study. The takeaways should be able to inspire similar experiments in pedagogy across learning contexts.

**Keywords:** language, curriculum, learning