

# AN INTERDISCIPLINARY APPROACH TO LEARNING LANGUAGE

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## ABSTRACT:

A unit of study that uses the interdisciplinary approach enables teachers to teach the whole student and make links between disciplines. One goal for this approach is to give students a more relevant, less fragmented and stimulating experience. Educators must develop a plan where they can see the natural areas for integration and develop thematic units. Student learning outcomes should include a well-rounded education where critical thinking and transfer of knowledge is evident with the school and the outsideworld. Students and their teachers will advance in critical thinking, communication, creativity, pedagogy, and essential academia with the use interdisciplinary techniques.

Key words: communication, creativity, pedagogy, and interdisciplinary techniques.

## Introduction

Inter Disciplinary Approach to teaching requires planning that looks at the foundational objectives of a number of curriculum areas. Connecting curriculum in the interdisciplinary approach is an efficient way to help teachers deal with knowledge that grows at exponential proportions (Jacobs). A unit of study that uses the interdisciplinary approach enables teachers to teach the whole student and make links between disciplines. One goal for this approach is to give students a more relevant, less fragmented and stimulating experience.

## Purpose

The purpose of this approach is to dissolve the boundaries of areas of Study and encourage learning across the curriculum. Educators must develop a plan where they can see the natural areas for integration and develop the matic units. Student learning outcomes should include a well-rounded education where critical thinking and transfer of knowledge is evident with the school and the outside world. A constructivist approach to learning where creative thinking processes are developed within a meaningful context will enhance the student's education and encourage lifelong learning.

It is a method to study different subjects simultaneously. For example, the seventh grade Language, Arts, Science and Social Studies teachers might work together to form an interdisciplinary unit on rivers.

The local river system would be the unifying idea, but the English teacher would link it to Language Arts by studying river vocabulary and teaching Students how to do a research report. The science teacher might teach children about the life systems that exist in the river, while the Social Studies teacher might help students research the local history and peoples who used the river for food and transport.

This approach induces a lot to learn vocabulary in a systematic manner. Students can develop knowledge about different things along with learning vocabulary and sentences. Indian students can utilize this approach because they can learn functional English.

### **Types of Interdisciplinary Approach**

There are many different types, or levels, of interdisciplinary teaching. On one end, Schools might employ an interdisciplinary team approach, in which teachers of different content areas assigned to one group of students who are encouraged to correlate some of their teaching. The most common method of implementing integrated, interdisciplinary instruction is the thematic unit, in which a common theme is studied in more than one content area.

One of the foremost scholars of interdisciplinary teaching techniques is James Beane, who advocates for curriculum integration, which is curriculum that is collaboratively designed around important issues. It has four major components: the integration of experiences, social integration, the integration of knowledge, and integration as a curriculum design. It differs from other types of interdisciplinary teaching in that it begins with a central theme that emerges from questions or social concerns students have, without regard to Subject delineations.

### **Benefits**

Flowers, Mertens, & Mulhall identify five important outcomes and findings of their experiences with interdisciplinary teaching and planning: common planning time is vital, schools that team have a more positive work climate, parental contact is more frequent, teachers report a higher job satisfaction, and student achievement scores in schools that team are higher than those that do not team.

Integrated instruction helps teachers better utilize instructional time and look deeper into subjects through a variety of content-specific lens. Another benefit of integrated instruction is that teachers can better differentiate instruction to individual Student needs. A final benefit of interdisciplinary teaching is that students have a chance to work with multiple sources of information, thus ensuring they are receiving a more inclusive perspective than they would from consulting one textbook.

Interdisciplinary teaching differs from discipline- and field-based teaching in that it does not necessarily carve out spaces for each individual subject area, and instead, connects content and consciously identifies the relationships between these Subjects. Interdisciplinary learning is a knowledge view and curriculum approach that consciously applied methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Interdisciplinary learning provides authentic experiences in more than one content area, offer a range of learning experiences for students, and give students choices in the projects they pursue and the ways they demonstrate their learning. Barton and Smith explain that interdisciplinary units enable teachers to use classroom time more efficiently and address content in depth, while giving students the opportunity to see the relationship between content areas and engage in authentic tasks.

The National Council for Teachers of English (NCTE) also stress the importance of interdisciplinary teaching in a position statement on integration of multiple curricula. Based on discussions from a combined meeting of the major national subject-matter organizations, the NCTE explain that “educational experiences are more authentic and of greater value to students when the curricula reflect real life, which is multi-faceted - rather than being compartmentalized into neat Subject matter packages.” NCTE highlights the benefits of interdisciplinary teaching and promotes the natural and logical connections that cut across content areas” which can be organized around questions, themes, problems, or projects rather than along traditional subject-matter boundaries.

Interdisciplinary approach has become an important and challenging technique in the in the modern curriculum. The interdisciplinary approach synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience. Many researchers find many advantages, as well as disadvantages, of interdisciplinary studies. Student education has suffered the inferior pedagogy of traditional methodologies that concentrate specifically on only one discipline. The interdisciplinary approach provides many benefits that develop into much needed lifelong learning skills that are essential to a student's future learning.

### **Conclusion:**

As the interdisciplinary approach continues to synthesize the characteristics and methods of multiple disciplines while developing lifelong learning skills, they will have met the goals that Newell has laid out. Interdisciplinary curricula is time consuming and takes collaborative team work to create, which can seem like a hard and exhausting disadvantage, but in the end, the interdisciplinary approached inhibits many favored skills that are sought by future colleges and employers. Students and their teachers will advance in critical thinking, communication, creativity, pedagogy, and essential academia with the use interdisciplinary techniques.

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