



What are the Origins of LAC and CLAC?

LAC shares a philosophical and pedagogical foundation with Writing Across the Curriculum and other “across the curriculum” movements that gained popularity in the 1970s-1980s, in that it emphasizes a means of communication in the creative and active understanding of course content. In 1989, Richard

Lambert, then director of the National Foreign Language Center, argued that language instruction in the U.S. was too often seen as a goal in itself: “This argument resembles that used for universal science education aimed at producing scientific literacy, not the ability to ‘do’ science” (Opening Keynote Address, *CALICO* 1989, U.S. Air Force Academy, Colorado Springsⁱ). The challenge of helping students “do” languages was picked up by others in the 1990s, as evidenced by the FIPSE-funded ACE project “Net Gain” (1996)ⁱⁱ and ACE’s “Next Steps for Languages Across the Curriculum” (1998)ⁱⁱⁱ, as well as by the development of LAC programs at institutions including Earlham College, St. Olaf College, the University of Rhode Island, and Binghamton University.

Culture has increasingly emerged as an important focus for LAC practitioners within the past ten years. The 2001 conference “Internationalizing the Curriculum: Content and Language,” hosted by Binghamton University, led to a follow-up conference in 2004 entitled “Languages and Cultures Across the Curriculum: a Post-9/11 Imperative.” Two additional conferences, at the University of Iowa in 2005 (“Cultures and Languages Across the Curriculum: Responding to a National Need”) and at Portland State University in 2006 (“Cultures and Languages Across the Curriculum: Building New Connections”),

further explored the culture theme and gave birth to the acronym CLAC.

Selected Publications on LAC

American Council on Education. Spreading the Word II: Promising Developments for Undergraduate Foreign Language Instruction. Washington, D.C.: American Council on Education Publications SW II, 1996.

Fichera, Virginia M., and H. Stephen Straight, Eds. Using Languages Across the Curriculum: Diverse Disciplinary Perspectives (Translation Perspectives X). Binghamton: Center for Research in Translation, 1997.

Kecht, Maria-Regina, and Katharina von Hammerstein, eds. Languages Across the Curriculum: Interdisciplinary Structures and Internalized Education. Columbus, OH: National East Asian Languages Resource Center, 2000.

Krueger, Merle, and Frank Ryan, eds. Language and Content: Discipline- and Content-Based Approaches to Language Study. Lexington, MA: DC Heath, 1993.

Shoenberg, Robert E. and Barbara Turlington, Eds. Next Steps for Languages Across the Curriculum: Prospects, Problems, and Promise. Washington, DC: American Council on Education, 1998.

Straight, H. Stephen, ed. Languages Across the Curriculum: Invited Essays on the Use of Foreign Languages Throughout the Postsecondary Curriculum (Translation Perspectives VII). Binghamton: Center for Research in Translation, 1994.

ⁱ *CALICO (Computer Assisted Language Instruction Consortium) Journal*. Vol. 6, No. 4 (June 1989): 7-22.

ⁱⁱ See grants P116B960308 and P116P950030 in the FIPSE (U.S. Department of Education's Fund for the Improvement of Post-Secondary Education) Grant Database, located at <http://www.fipse.aed.org/index.cfm>.

ⁱⁱⁱ See *Foreign Language Education: Funded Projects FY91 to FY95: November 1995* (Washington: NEH, 1995), as well as the ACE (American Council on Education) website at: <http://www.acenet.edu>.