



From the Editor's Desk

Greetings!

Language and cultural identity are interlinked and inseparable from each other. Languages have played an important role in political unification as well as separation of nations and evidence regarding the same are readily available across the globe.

Even today, language linked with cultural complexities have immense influence on the political discourse on one side, and the social transformation on the other. In this context, it is essential to develop a middle-ground between promoting native languages, and learning national and global link languages.

Multilingualism provides supremacy over knowledge, offers better scope for sharing cultural and social values and also helps nations to politically integrate. It has been proved that when education is imparted through the mother tongue; the child receives, conceptualises and reproduces concepts in a far better manner. However, in a multilingual world, classrooms cannot be an exception and incorporate only mother-tongue based instruction.

Language teaching in India faces a major challenge when it attempts to ensure quality teaching in foreign language on the one hand, and sustain interest among children in learning in their

mother-tongue on the other.

Content and language integrated learning (CLIL), a language teaching approach introduced by David Marsh, is an appropriate strategy in this regard. Research shows that CLIL improves language skills of the child while learning a subject. CLIL does not teach the language but integrates the concepts of a subject in the chosen language and encourages the child to express it in that language.

The CLIL@India Project aims to pioneer an adaptable and play-based approach to improve the multilingual skills of children in India, both in mother-tongue in a foreign language based environment and in foreign language in a mother-tongue based environment. Towards this, the CLIL@India Project will use different platforms to share, learn and improve our understanding on language teaching, CLIL classrooms and engage in multilingual-bilingual debates and discussions.

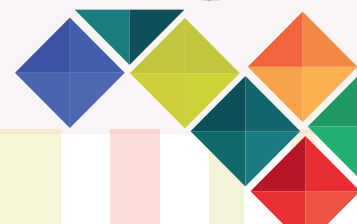
Best regards,
Resmi P Bhaskaran
Executive Director
CLIL@India

A warm wish from Dr David Marsh, the Father of CLIL!



Dr David Marsh, foremost CLIL expert and pioneering scholar of CLIL sent a special video message on request where he spoke about the challenges his team faced when they began implementing CLIL model. He explained how teachers went back to the previous teaching practices irrespective of the training they had received in CLIL. He highlighted that CLIL intervention could only be sustainable if in-service and pre-service teachers are targeted at the same time. He also spoke about the importance of digitalisation in creating a model that is technologically savvy.

“Throughout India and other major countries, we can see that young people are changing. The change in terms of the impact of digital devices on the young minds is exponential.”



'Teach the Teachers': First Open CLIL Intensive Training Workshop

First Open CLIL Intensive Workshop titled 'Teach the Teachers' was inaugurated by Prof. G. Gopakumar, Vice Chancellor of the Central University of Kerala in the presence of Prof K. Subramaiam, Dean, School of Education (SOE) at Pondicherry University, Dr Malabika Deo, Finance Officer, Pondicherry University, Dr Indra Karapetjena and Dr Gunta Rozino from Latvia University and Dr K. Tharanikkarasu, Registrar, Pondicherry University. Prof. G. Gopakumar, the Chief guest, explained in detail the role of bilingualism and multilingualism in the 21st Century.

The three-day course was held between 13-15 November, 2017 and attended by 34 in-service teachers from government and private schools of Puducherry, in addition to 24 MEd students, PhD scholars, researchers, and faculty from the SOE at Pondicherry University. The faculty for the course was drawn from the University of Milan, Italy and the University of Castile-La Mancha, Spain. The workshop introduced CLIL while situating the challenges around incorporating the model in a multilingual context like India. The sessions had interesting insights from the Spanish and the Italian experience where CLIL had created an impact over the last few years.



Content and Language Integrated Learning Centre (CLIL) inaugurated in Manipal!



CLIL@India Resource and Training Centre was inaugurated on the 6th of November 2017. Prof Neeta Inamdar, Principal Coordinator of the CLIL@India Project, said, "All CLIL Centres will work towards making students proficient in

two languages, with emphasis on the mother tongue. The effort is to make multilingualism in India meaningful by enhancing the proficiency of the languages thus acquired." The initiative, to develop an alternate bilingual model

for primary schools in the region, was inaugurated by renowned linguist, activist and chairperson of the People's Linguistic Survey of India (PLSI) Dr Ganesh N Devy in the presence of Prof Poonima Baliga, Pro Vice Chancellor, MAHE, Ms Gisella Lange, Senior Advisor, Italian Ministry of Education, and Mr Ignacio Vitorica Hamilton, Cultural and Press Attaché at the Embassy of Spain in India.

On the 7th of November, the European consortium members shared their CLIL experience from Italy and Spain. This was followed by a discussion with Indian partners who discussed the multilingual scenario in India along with the challenges that they would face, in the context of CLIL implementation.

Chitkara University inaugurates its CLIL Centre



Chitkara University inaugurated its CLIL Resource and Training Centre on the 10th of November 2017. Dr Madhu Chitkara, Vice Chancellor, Chitkara University inaugurated the function along with Dr Gisella Lange, Senior Adviser, Italian Ministry of Education, Dr Luciana Pedrazzini, Assistant Professor, University of Milan and Dr Giovanni Lamartino, Assistant Professor, University of Milan.

Dr Sandhya Singh, Professor, Department of Languages, NCERT, was the Chief Guest. The highlight of the language centre included a Bhasha translation zone to translate anything into any language, a phonetic console for practicing English and a play zone with five different activities

Symbiosis International inaugurates its CLIL Centre



Symbiosis International inaugurated its CLIL Resource and Training Centre on the 10th of November. The Chief Guest for the function was Ms Swati Raje, President, Bhaashaa Foundation, Pune. The inaugural function was followed by a panel discussion on 'Integrating CLIL Methodology in a Learner-centred classroom'. A one day workshop for school teachers on "Role of Multilingual Pedagogy: Benefits & Challenges" was also held on the 11th of November to enhance learning languages and content in classrooms.

Dr Neeta Inamadar, Principal Coordinator, CLIL@India Project attended the workshop along with Prof Indra Karapetjana and Prof Gunta Rozina, Latvia University.

Pondicherry University inaugurates its CLIL Centre



CLIL Resource and Training Centre was Inaugurated by Shri R. Kamalakannan, the Education Minister of Govt. of Puducherry at Pondicherry University. Dr Mumtaz Begum, Coordinator, CLIL@India welcomed the gathering and briefed the programme profile to the distinguished participants in the presence of Prof P.K. Subramanian, Dean, SOE, Dr Ana M. Relano and Dr Helena Aikin from UCLM and Dr K. Tharanikkarasu, Registrar, Pondicherry University.

On the 11th of November 2017, a field visit was arranged for the CLIL team along with the M.Ed. students. They visited a rural school run by an INDP NGO and the Auroville school, where the CLIL European partners interacted with the teachers.

More civilised to speak many tongues than one tongue: Prof Ganesh Devy



Prof Ganesh Devy said that languages play a pivotal role in shaping a political identity and an erosion of linguistic values leads to an obvious loss of a culture that has a history of its own.

He highlighted how self-sufficient systems where the community generates money on their own is important for the survival of the community and their language. As a method to preserve languages. Dr Devy proposed the necessity of translations; how it could be used to engage with more linguistic communities.

"India is a rare example of a country that did not lose its linguistic diversity despite a Colonial experience."

"The European and the Indian experience have so much to learn from each other"

There are many similarities between Europe and India



Dr Gisella Lange drew similarities between the European and Indian context saying that the two countries are essentially multilingual in nature.

She also presented data from the CLIL intervention in Italy where CLIL was adopted in Upper Secondary Education. She explained how the eventual implementation had taken place after running several pilots. The first feasibility study was in 2009 and thereon, the programme has undergone a lot of changes based on feedback received.

A Holistic Approach To English Language Teaching (Elt)

English is an ideal subject for the promotion of the different intelligences as postulated by professor Howard Gardner from Harvard University, who opposed the traditional concept of unitary intelligence in favour of a more pluralistic approach to brain functioning. His research with brain damaged patients led him to identify 8 different modes of knowing' –or *intelligences*– that every person possesses in varying degrees, forming a unique combination in each individual brain (Gardner 1983). However, this wide variety of cognitive predispositions and learning styles has been largely ignored by our current educational system, which tend to use unidimensional assessment for all learners; seriously limiting many people's opportunities to develop their intellectual potential to the full.

The importance of the affective side of the learner has been greatly overlooked in favour of intellectual excellence, resulting in what Daniel Goleman terms as *emotional illiteracy*, which inexorably brings forth not only

confusion and misery but also poor academic performance. As a solution, he suggests the blending of lessons with emotional skills in different school subjects, especially with those subjects that naturally merges with issues related to feelings and relationships (Goleman 1995).

The English classroom thus offers an ideal setting for this *bringing of mind and heart together* as suggested by Goleman, a need that is being acknowledged by an increasing number of EFL teachers who appropriately combine the content of their lessons with feelings and experiences of the learners, for, as Jane Arnold suggests, *affective learning is more effective* (Arnold 1999). To conclude, the language teacher should make use of every pedagogical resource available in order to enhance her students' holistic development, and one of the human qualities she should foster in the English classroom is creativity, which is sadly neglected by the present day educational practice (Gardner 2013).

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By Helena Aikin, Professor, University of Castilla la Mancha

Frequently Asked Questions (FAQ) on CLIL

1. What is CLIL?

CLIL stands for Content and Language Integrated Learning. It is a type of language immersion where one studies a subject like history or geography in or through a target language. In this way, CLIL enables you to study the specific subject as well as the new language, keeping in mind that the students use the language as they learn it.

2. How can you become a CLIL teacher?

Often, teachers have exposure to CLIL even when they are unfamiliar with the term. Most language teachers use content based instruction to teach language. For instance, the history of a place could be a unit in the language textbook which would help the students in learning the content as well as the language, that is, you are already a CLIL teacher and are only learning to expand what is already known to you.

3. What should you remember while designing a CLIL curriculum?

While designing a curriculum, it is important that the students are engaged in active learning. This means that the bulk of the lessons must be planned in such a way that the students are actively involved in working through the materials, with very little intervention from the instructors. As far as the materials are concerned, it would be best if the teacher creates authentic materials that are suitable to the context and are built around the principles of scaffolding, where new knowledge should be taught based on what has already been learned.

4. How is CLIL useful?

CLIL allows for the learning of a foreign language and the learning of a specific content where both are taught with extreme care. Unlike a traditional classroom, where students only focus on practical necessities of a language, in a CLIL classroom, students use their external knowledge of a subject to better

understand the content, while exercising the target language. Additionally, a CLIL classroom focuses on content that gives the learner access to a country's heritage and culture



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