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## From the Editor's Desk

### Editorial

The influential educational reformer John Dewey once said, "We do not learn from experience... we learn from reflecting on experience."

This newsletter comes a little after the half-time of the CLIL@India project, and on the threshold of the last Open CLIL-Intensive workshops, being held this time in Manipal. What better time for us to reflect on what we have achieved, and to ponder on the way forward! This issue of the newsletter takes stock of the various activities we have undertaken, including the previous workshops and interventions at the Indian partners' sites.

We hope to create a greater impact for CLIL on the Indian language teaching landscape in two different directions by creating a demand from the grassroots (parents and school teachers) for CLIL-based methodology in school teaching, and by influencing policy-makers and educationists (in the State and private sectors), as well as regulatory authorities and institutions involved in teacher-education in order to create a steady stream of teachers who can practice CLIL-based approaches and form a supply chain to meet the demand.

Existing practises in the language classrooms preclude the use of any language apart from the medium of instruction in teaching non-language subjects such as environment sciences

or mathematics in schools. Language teaching research has found that learners learn a language best when it is focused on meaningful learning of the rich information in content subjects. Content and Language Integrated Learning or CLIL is emerging as a viable alternative in this context, by taking up the teaching of a content subject such as Environment Science using a target language which is not the language used as the medium of instruction in the school concerned. It has proved to be a success in Europe, which is comparable to a richly multilingual or plurilingual society like India. While CLIL is mostly used to promote a dominant language - such as English - in Europe, we at CLIL@India hope to leverage the potential that CLIL has as an approach, to also use the regional language (Kannada, Tamil, Marathi and Punjabi/Hindi, in the four Indian sites of the project) as the target

language in elite English-medium schools. This is in order to promote the plurilingual fabric of the society we have here. When a language is used in the school curriculum, it enjoys a certain standing and credibility in the minds of the learners and this is an important step towards the preservation of the multilingual nature, or linguistic ecology of our society. Even as we take baby steps forward in this direction, we aim to ultimately be able to include the mother tongue of the child (even if it is not the dominant regional language of the area) as the target language for CLIL-based interventions at the school level.

We hope to make CLIL an effective enabler in the promotion and preservation of the richness of our individual and societal linguistic repertoire.

**Language teaching research has been finding conclusions that learners learn a language best when it is focused on meaningful content learning**



Regards,  
Deepesh Chandrasekharan  
Executive Director  
CLIL@India

With the 4<sup>th</sup> Open CLIL Intensive workshop, we are at the last leg of a journey that began two years ago. From striking conversations with stakeholders to building long-lasting alliances, we are glad that we could build a network of like-minded people. So here is a glimpse of what transpired over the last two years.

#### **First Intra-Consortium Camp, Spain (30<sup>th</sup> January- 3<sup>rd</sup> February 2017)**

The first intra-consortium camp was held at the Faculty of Humanities of the Universidad de Castilla-La Mancha, Spain from 30 January to 3 February, 2017. The overall objective of the workshop was to create the first team of CLIL experts in India.

This was achieved through a series of presentations and discussions where participating universities provided insights to building a working plan. Other objectives of the camp included sharing experiences related to applied linguistic and teaching methodologies, comparing different socio-economic, linguistic and geographical backgrounds and their implication on education systems in India and Europe and raising awareness among the partners about the importance of introducing CLIL in the Indian school education system.

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#### **Second Intra-Consortium Camp, Manipal (18th April- 22nd April 2017)**

Following the first intra-consortium camp that was held at UCLM, Spain from 30<sup>th</sup> January 2017 to 3<sup>rd</sup> February 2017, the **second intra-consortium camp** was designed to highlight the main features of CLIL methodology and practices in Europe, and share information about European and Indian education systems and pedagogical methods. It was also aimed at exploring how CLIL methodology could be introduced to the Indian multilingual school context.

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#### **First Open CLIL Intensive Workshop (13th Nov- 15th Nov 2017)**

CLIL@India Project conducted its first Open CLIL Intensive workshop on the Content and Language Integrated Learning (CLIL) approach at Pondicherry University from 13-15 November, 2017. The three-day course was attended by over 40 in-service teachers from government and private schools of Puducherry, in addition to over 20 PhD scholars, researchers, and faculty from the School of Education at Pondicherry University. The faculty for the course was drawn from the University of Milan, Italy and from the University of Castilla-La Mancha, Spain.

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#### **Second Open CLIL Intensive workshop (24th Apr- 28th Apr 2018)**

Chitkara University held its second Open CLIL Intensive workshop from 24-28 April 2018. The highlights of the CLIL centre at Chitkara University include a Bhasha Translation Zone which can translate anything into most languages, a telephone booth for improving telephonic/communication skills, a name art canvas, a phonetic console for practising English, a play zone with five different activities – Musical Expressway, Doodle out your thoughts, Braille your name, write a research paper, and a gaming station to play word search games.



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The workshop titled **“Boot Camp-Seasoning to enhance teaching learning experience”** was inaugurated by Ms Harjinder Kaur, Chairperson of the CCPCR (Chandigarh Commission for Protection of Child Rights.) In her address, she expressed concern over the present education scenario which focused exclusively on English as a medium of instruction. The session was followed by an introductory lecture on CLIL@India by Prof Neeta Inamdar, Principal Coordinator of CLIL@India project.

### Third Open CLIL Intensive workshop (6th Aug- 10th Aug 2018)

Symbiosis International University organised a five-day training programme on Content and Language Integrated Learning (CLIL) for teachers from Pune. The workshop was attended by 42 teachers from government and private schools using Marathi and English as mediums of instruction respectively. The programme was inaugurated in the presence of the chairperson, Dr Bham Venkataramani, Dean: Academics & Administration, Symbiosis International Deemed University.



## Children's Literature Festival at Manipal (6th-8th Sep 2018)

Manipal Academy of Higher Education organized a Children's Literature Festival as part of M.I.L.A.P, Manipal's first-of-its-kind annual literature festival.

Children from neighbouring schools in Manipal, government and private, English and Kannada Medium schools, were invited to the event. The uniqueness of the children's literature festival lay in its creative formulation in a bilingual fashion blending both English and the native language of the region, Kannada, in its events.

The Festival allowed children to take part in storytelling sessions, theatre workshops and a book fair.

### Storytelling Sessions



Well-known theatre actor, playwright and director of Kannada films, Mr. Yashavant S Sirdeshpande, captivated the children's fancy by narrating original, imaginative stories in Kannada.

The Storytelling Sessions were followed by a Film Screening of Mr. Sirdeshpande's recent Kannada movie *Very Good 10/10*.

### Theatre Workshops

The Festival hosted two Theatre Workshops- 'Speechless', where the main focus was to spark imagination and see possibilities of sharing stories and experiences through the medium of theatre, and 'Adventure Time', where the children combined imagination, storytelling, ensemble work, physical theatre and many such techniques to create interesting scenarios.

The Workshops were conducted by the Gillo Foundation's Theatre Repertory, who specialize in Theatre for Young Audiences (TYA). Blending both English and Kannada, they exposed children to aspects of theatre and culture of both linguistic communities. The goal was to develop in children, a deep and life-long connection and appreciation for the arts by integrating themes from English and Kannada theatre.



### Book Fair

The Book Fair also featured a 'Children's Corner' with story books in English as well as regional languages, mainly Kannada and Hindi.



The Children's Literature Festival contributed to fun-filled learning and appreciation of literature, theatre and art. Modelled on a bilingual approach, the event contributed to the larger goal of inculcating in children, appreciation and reverence for their native language as well as English.



## Reconstructing Pedagogy: Bringing Theatre into the Classroom

A Special Session was organized by Chitkara College of Education, Chitkara University, Punjab, on “Reconstructing the Pedagogy through Performing Arts” under CLIL Academic Module Activity. The event was attended by Padma Shri Dr. Mohan Agashe, Psychiatrist and an Indian theatre and film actor, along with Ms. Simi Srivastava, Founder Director of Kathashala and Master Storyteller. Dr. Agashe talked about

the importance of incorporating theatre in the classroom. He opined that theatre makes the individual think, imagine and express oneself, via any language. Ms. Simi Srivastava emphasised how any subject can be taught by telling a story in the regional language. This session made the students aware of how significant the regional language is and how it can help the student learn content with much ease.

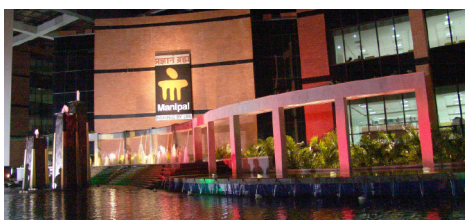


Students were tested in English and Punjabi before the CLIL intervention. Classes focusing on integrating content and language will begin once their learning levels are recorded.



### Upcoming events:

Manipal Academy of Higher Education (MAHE) will be hosting the Fourth Open CLIL Intensive Training Workshop ‘5-day International Teacher Training Programme under CLIL@India Project’ from 10th to 14th December, 2018 in Manipal. The five-day workshop will be conducted by Mr Aditya Rajan, British Council Training Consultant, Dr Sangeeta Pant and Dr Parul Sood from Chitkara University, Dr Mumtaz Begum from Pondicherry University, Dr Vaishali Jundre, Deputy Director, ELTIS-SIFIL, Ms Jayasree Menon, Faculty, ELTIS and Dr Yogita Bhamare, Faculty, ELTIS apart from the CLIL@India team at Manipal.



### Team Chitkara begins their CLIL intervention!

Chitkara: The team at Chitkara University have begun their CLIL intervention. Here is a brief bio of one of their intervention schools:



**In Focus: Govt Primary School, Kaloli**  
Established in 1982, Govt Primary School, Kaloli is affiliated to the Punjab School Education Board (PSEB). The medium of instruction is Punjabi, the state’s official language and the school provides education from Grade 1-Grade 5. Students have access to English, Punjabi and Hindi as the school focuses on language learning.

“India is a multilingual society where English serves as a binding language. Nowadays, Indians like to learn everything in English at the cost of their mother tongue. I hope this intervention will help them in understanding the concept in a better way.”

- **Rajbeer Kaur**  
Holy Angels School

