



Analyzing The Role of Socio Cultural Content and Multiculturalism in Indian Context Learning in a CLIL setup

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ABSTRACT

Language is governed by the society and culture of a particular region making it inevitable that it is affected by them. I will be exploring the area of language where it is applied socially and culturally and how it bridges the gaps between people of different ethnicities if set in a context language and integrated learning (CLIL) background. Exemplifying it further, the social importance of English in India and the variations it has among the rural and urban is quite noticeable. It is famously said, "English language cannot measure a person's intelligence" but I beg to differ that it socially does make an impact on one's personality. Language surely is a mere medium of expression but to make a point at a global level, it is important to be fluent in a global language such as English. The values instilled in our society such as citizenship, multiculturalism and ethnic variation is something up for discussion in this 21st century. Through vigorous scrutinizing the syllabus set for the Indian context, we observe that how the values are embedded in such an atmosphere. Through the analysis of the texts prescribed by the Indian board, we notice that lessons which are contextually familiar to the learner harbors more favorable or beneficial backwash. The method that can be used is through grouping among students, student-teacher conferencing, portfolios and cooperative learning. To gather thoughts over how the difference among them culturally helps or does familiarity breeds contempt?

Providing a specific background, we see that the learner is stimulated to a particular conditioning. Keeping in mind the outcome that one needs, the implications should give rise to naturalized language, meaningful, purposeful element with producing larger chunk of language which is due to the comprehensive understanding of the social and cultural phenomena of the society.

Keywords: Socio-cultural, multiculturalism, CLIL, citizenship, ethnicity, naturalized language.

International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.9.Issue.1. 2021(Jan-Feb)****ISSN:2455-0302****INTRODUCTION:**

Language pedagogy is a two way process, one is, giving way to brain storming and cooking up language on learners' part; two is inducing language into the minds of learners which is the teacher's job. Language is constantly changing making it dynamic and in flux, which makes the job of language learners' to stay updated and scrutinize the role of language according to society and culture.

The relationship of language with society and culture is cyclic and recursive in nature since it determines the learner to make changes accordingly. Ethnographically, we see that language studies has defined its relationship with society but what is essential is to understand how do policy makers view the relationship and how do they captivate the essence and in turn reflect it on the syllabi arranged or selected for the learners.

In order to explore the reaction and clear the farrago laid all over this topic, one needs to comprehend, that surroundings play an important role in learning a language and in relation to applied linguistics specifically, one should be aware that by merely applying "the scientific study of language" over a theory will not suffice, it takes the practical and realistic approach to be followed so as to make it explicit, that what objective is to be achieved through a discipline.

SIGNIFICANCE OF MULTICULTURALISM:

Globalization of a country opens door to multiculturalism and ethnic variation among people. But the real deal is how to handle the differences? Contrary to the famous saying "too many cooks spoil the broth", it is important to concentrate that 'diversity is strength'. The real issue is that people do not let go of the age old conventions or the prejudices that have been carried along. In relation to language, we attach a characteristic feature that language is 'arbitrary', but apart from that, one finds it difficult to accept variations these days. English as a language in India got various labels, from being the 'alien language' to 'library language' to 'window to the world' tag. Analyzing its transformation from being the 'foreign unwanted guest' to the guest who has made a 'deep connection with our hearts', one can observe that people now more than ever want to accept English language as a part of their identity and making it their own.

SAMPLING OF CERTAIN LITERATURE PRESCRIBED IN CBSE BOARD :

English language has been a linkage to different cultures and identities in its way of incorporating stories of different backgrounds in English texts. Testing the language setup of CLIL (Content and Language Integrated Learning) in India is an interesting move to let the policy makers as well as the stake holders get aware of how much does 'context' matter in language learning or does it create gap among learners of different culture. Speaking of Indian context we see that stories in Grade 11(CBSE Board), like Khushwant Singh's "*The Portrait of a Lady*", Marga Minco's "*The Address*", William Saroyan's "*The Summer of the Beautiful White Horse*", Shirley Toulson's poem "*A Photograph*" prescribed by the Board of Studies is where we see different cultures are interwoven together and collected in a single book. Similarly is the rest of the syllabus set for different stages. The culture put forward in Singh's story is quite familiar to Indian learners since the protagonist is an Indian who moves away to foreign land for higher studies and then returns, his relation with his old grandmother is the main plot and how his grandmother's approach was different from his, towards life, music and traditions etc. Next in Minco's story "*The Address*", we see that the main lead character reminisces the memory of her dead mother's belongings which was kept for safety with their neighbor when their safe haven was under attack during World War II. Here, one can observe that the mere feeling of losing their loved one or facing the aftermath of war and the survival is a big trauma in itself. Whether, people are of any race, culture or creed, the feeling of loss or destruction of their homeland can be felt deep within. Moreover, we see that William Saroyan talks about the same background but indirectly. He mentions the Armenian war where people became refugees and shifted to a

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foreign land where kids being kids move on and get adjusted to the new place and start their adventures, but the adults are mourning the loss of their homeland and how sarcastically Uncle Khusrove, reiterates that how can people whine about small insignificant loss like the missing of a horse when they (the Armenian people) are still dying out there and are displaced. Then coming to a poem as well, by Shirley Toulson, one notices that how the poet is observing the details found in a photograph and just by a single look, much details are revealed, like the displacement of time from when the poet's mother was single and then married, became a mother and how the mother used to laugh at the same picture of her yesteryears. Coming to the climax of the poem, we see that it is revealed that the mother is no more and now poet can only see her mother's laughter in the same picture.

IMPLICATION OF THE SAMPLING:

Extracting the main reason of picking stories which had a universal meaning and attachment is a deliberate and conscious effort since it is to familiarize the learner by understanding the stories easily. Obviously, there are some gaps too like the World War and the culture of Armenia for instance, till High School in India, the young learners are only exposed to the history of their own country, so bringing some new information on the table will raise their curiosity enabling them to work towards filling that information gap through extensive reading or discussions among themselves like group discussions, teacher student conferencing etc. The observation made here is that it is important for the teachers to be globally aware in order to make the learner acceptable to the cultural differences and take these differences gracefully and not as a cultural shock.

CONTENT LANGUAGE AND INTEGRATED LEARNING:

Talking about the background setup here, we have chosen CLIL. CLIL stands for Context Language and Integrated Learning. It is an approach given by David Marsh in 1994. It talks about contextualizing the information provided to the learner as part of acquiring the language. CLIL cropped up as an approach in late 20th century and was influenced by the Canadian experiment with immersion teaching supported by educational authorities and the involvement of parents as a stakeholder as well. It concerns with the mother tongue and target language both. According to Ernst (1995), CLIL uses language as a tool where both content and language need to be assessed.

Sara Dallinger(2015) reports in her journal that CLIL has positive effects on English receptive skills. She analyzed and compared students on the basis of:

1. Gender
2. Mother tongue competence
3. Cognitive abilities
4. Socioeconomic status

Looking at the variables on which the analysis is done, we see that the variables according to the Indian learners, are somewhat varying. Depending upon the gender we see that India being a developing country, there is still some issue over the gender discrimination. Similarly like the racial issues, and the humungous gap between the haves and have not's of the society where people are still not able to access the learning platforms, and so their language at a point becomes fossilized meaning that their growth in language learning is stagnant. Mother tongue competence and the cognitive abilities that the learners showed when CLIL was applied on Grade 11 students, we saw that how the abilities of their cognition at some point surprised me by giving favorable outcome and moreover, the ability to synthesize the information that they had of their mother tongue and how they applied it in the learning of the target language through the use of the social and cultural values discussed in the stories above. Talking of socioeconomic status, we see that socioeconomic status is something very crucial.

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A learner's comprehensibility is determined by socioeconomic status of the learner since his social well-being in a way shapes his/her personality. Economic status also helps in having a good solid educational view in life. Similarly the culture that an individual follows, shapes the mental state and manages their beliefs and norms in life.

Jaydeep Sarangi in his article 'Teaching of English: A Study in Indian Context', points out : "Academic factor is a significant pedagogical issue. It includes syllabus, text, examination system etc. The syllabus should be objective-oriented. It must be focused and should have a gradation. If we examine the syllabus factor at Secondary level, we can trace out some of the weaknesses. The objective of teaching English at the Secondary level is to teach students to communicate in correct, acceptable English. The other aim of teaching English at this level is to read all kinds of material in English fluently. English literature can be a tool to learn English language. Secondary level texts are often full of so-called literature staff. And literature is taught through series of lectures. Even after the introduction of 'Functional communicative syllabus' the system remains the same. The learning fails to build up a tie with texts in the syllabus.(Sarangi)

Alex Mackenzie (2006) talks about the principles of CLIL as:

- Dual focused education
- Learner is immersed in language by making it content based in comparison to EFL
- Focus on communication and fluency
- Promotes critical thinking and collaborative

CONCLUSION:

Asked upon the action research done by considering variables like: Prior general English skills, listening comprehension, schemata, cognitive abilities, degree of student motivation, gender, socioeconomic status and their interactive abilities.

In addition the teaching techniques for CLIL teachers to make the learning of language a success are repetition, animated gesturing, use of visual aids and props, pre teaching vocabulary, language lesson sidebar, direct translation and role playing. Coyle (1999) and Gajo (2007) claim CLIL to make transparent and accessible all language needed for successful completion of tasks and knowledge acquisition in a way that is not always found in content subjects.

Furthermore, we see that the learner imbibes 4C's: Culture, Content, Cognition and Communication. It is profoundly believed that a person's identity is not only limited to his/her physical traits but also the way he/she speaks and communicates and that is a part of his culture and social attribution in which he/she involves or participates. It is inevitable that the learner is not influenced by the social values and culture and in order to make sure that it has a beneficial washback, it is important that one makes their society and culture interact globally.

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