

CLIL in practice

Volunteering in an Indian
school Piali Ashar Alo

February 2019

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Let me introduce myself:

- ▶ Name: Teja
- ▶ Age: 24
- ▶ Studying: Primary Teacher Education; Second Cycle Programmes (Master); Ljubljana
- ▶ I like: travelling, learning about new cultures, meeting new people, learning new things, singing, dancing, playing instruments, teaching children ...

Travelling - first, it leaves you speechless and then turns you into a storyteller.

~Ibn Battuta



Some experiences: India 2015



India 2016





Brasil 2017





Spain 2018 (Au pair)

Ghana 2019



India 2019 (February)

I'm going to present my third visit to the Indian school Piali Ashar Alo.

It was a special visit, because I tried to use the CLIL method in the classroom.

Duration: 3 weeks



About the school ...

- ▶ Piali Ashar Alo is an educational center which was founded in February 2008 by a Slovenian woman, Mojca, and her husband (an Indian man) Anup in the village of Piali, near the city of Kolkata.
- ▶ „Its name means “**Light of Hope**” because the chance for education brings hope to all of us and above all, to children who would otherwise have no opportunity for schooling.“
- ▶ More info here:
<http://www.pialiasharalo.org/>





Open classrooms



My schedule

WEEK

	28. 1. Monday	29. 1. Tuesday
	/	guitar lessons
1 ST	Coaching two girls	Coaching two girls
2 ND	Nursery	Nursery
3 RD	K. G.	K. G.
4 TH	free time	ZUMBA class 7 and 8
5 TH	guitar and keyboard lessons	guitar and keyboard lessons
6 TH		
7 TH	playing time	
	Learning time	

1

30. 1. Wednesday	31. 1. Thursday	1. 2. Friday
keyboard lessons guitar lessons	keyboard lessons guitar lessons	keyboard lessons guitar lessons
coaching two girls	class 1	class 1
Nursery	Nursery	Nursery
K. G.	K. G.	K. G.
Talking with Mejca 😊	ZUMBA class 2	class 4
Keyboard lessons	keyboard lessons	guitar lessons
	ZUMBA → class 7 and 8 class 5 and 6	ZUMBA class 7 and 8
Choir (this is the day)	Free time	keyboard lessons
Helping them with learning	Helping them with learning	Helping them

WEEK

2

Monday

Tuesday

Wednesday

Thursday

Friday

1ST

class 1

guitar and
keyboard lessons

class 1

guitar
lessons

class 1

guitar
lessons

class 1

guitar
lessons

class 1

2ND

Nursery

Nursery

Nursery

Nursery

Nursery

3RD

K. G.

K. G.

K. G.

K. G.

K. G.

4TH

class 5 and 6

class 5 and 6

class 5 and 6

class 5 and 6

Free time

5TH

ZUMBA
class 2

keyboard
lessons

choir

keyboard and
guitar
lessons

keyboard
lessons

6TH

keyboard
lessons

Free time

keyboard
lessons

7TH

playing
time

ZUMBA
class 7 and 8

talking with
teachers

ZUMBA
class 7 and 8

WEEK

3

Monday

Tuesday

Wednesday

Thursday

Friday

1ST

class 1

guitar lessons

class 1

guitar lessons

class 1

guitar lessons

class 1

guitar and keyboard lessons

class 1

2ND

Nursery

Nursery

Nursery

Nursery

Nursery

3RD

K. G.

K. G.

K. G.

K. G.

K. G.

4TH

class 5 and 6

class 5 and 6

class 5 and 6

class 5 and 6

class 4

5TH

keyboard and guitar lessons

keyboard and guitar lessons

keyboard and guitar lessons

Free time

choir

6TH

choir

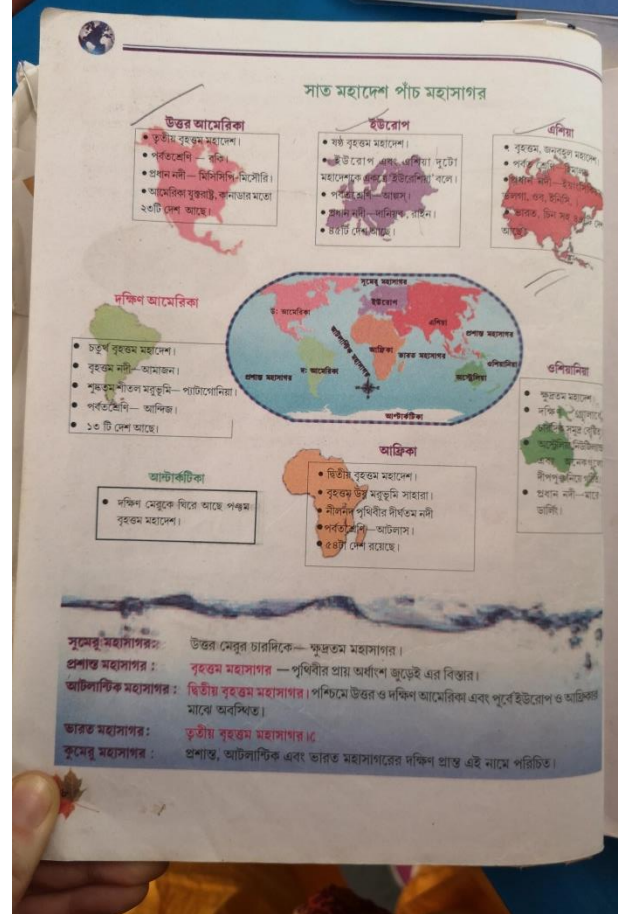
ZUMBA class 7 and 8

Practising for the anniversary (Zumba and choir)

7TH

playing time

Difficulties when planning the lessons:



- ▶ no computers in the classrooms;
- ▶ no curriculum (curriculum = student's book) → all student's books in Bengali!;
- ▶ material limitation for planning lessons;
- ▶ children not having colour pencils (they only have one box in school which volunteers brought to them).

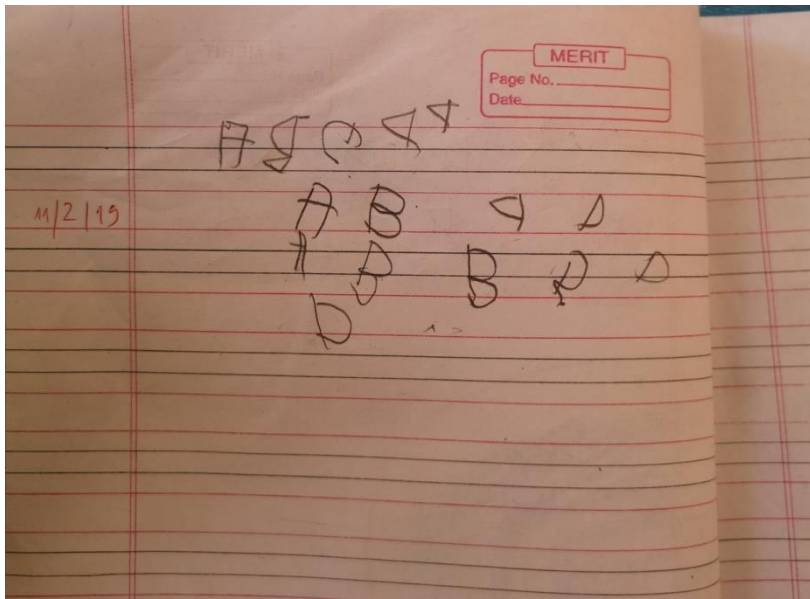


Communication in preschool classes (5 and 6 years old): I don't speak Bengali and they don't speak (and understand) English very well. It was difficult to know how much they really understood.

Preschool students didn't understand, that I don't speak Bengali. 😊 They spoke in Bengali with me all the time. A good thing: they had to listen to English during my lessons (English teachers speak in Bengali a lot during English lessons).

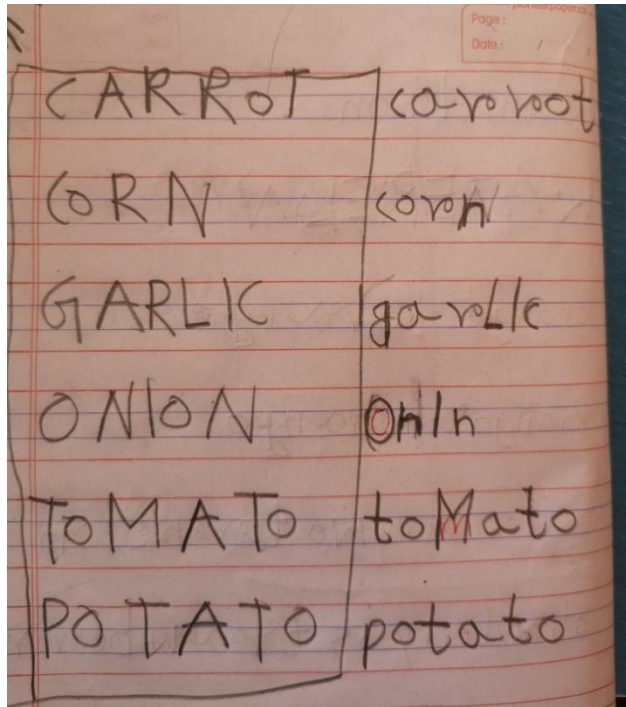
- ▶ They are not used to work in pairs and groups.
- ▶ It's hard to find out about their previous knowledge (students and teachers don't speak English very well; student's books are in Bengali (except English books) ... Students told me only about the topics and not about specific details).





Interesting facts (or differences with our Slovenian schools and our system) 😊

- ▶ They have to learn two alphabets in preschool class → Bengali and English. Teachers don't teach systematically (prewriting activities, similar letters together ...). They start writing letters from A to Z in one lesson.
- ▶ There is a lot of grammar in preschool classes. They have two preschool classes: nursery and K. G.



← Pictures: The same class, the same age, the same teacher - and a big difference!

They don't have a second teacher in preschool classes. It is hard to do the differentiation and individualization. They also don't have social workers and special/social educators ... Plus, some students don't have writing experiences before school (because they don't have pencils ...).

Final exams in state schools → you have to achieve 25 %, BUT you can't be held back in a grade!

Final exams in Piali Ashar Alo → 40 %; you can be held back in a grade! But in that case parents usually transfer a student to another school (in the next class!)





Half of the time of being at the school, I was the only English teacher at the school! One quit, and unexpectedly, Mojca had to travel to Slovenia for one month, so I took her classes.

Mojca is indispensable with her pedagogical and psychological insights (she is a psychologist). She is also responsible for promotion and fundraising. Plus, due to the lack of English teachers, she also teaches English.

English - Bengali student's books

taught by Maulavi Aga Siraji. He had a great influence. Mohsin had a large property. He used his riches for the poor. He looked after the sick and the needy. Mohsin was a great scholar. He had knowledge of Arabic, Persian and Sanskrit.

One night, Mohsin was sleeping. A mild sound woke him. He saw a stranger in his room. Mohsin caught him stealing. He asked him, "Why do you need to steal? Can you not lead an honest life?" The stranger replied, "I have no work. There is no food in my house. My children are crying. I steal to find food for them. Please give me some money." He broke down in tears. Mohsin felt sad for the man. He decided to give him more money to start a business.

Mohsin dedicated his life to reading education among the poor Muslims. The income of his property was spent in charity. The poor people looked upon him as their savior. Hooghly Mohsin College is named after him.

Mohsin passed away in 1812. This great son of Bengal is still remembered with reverence.

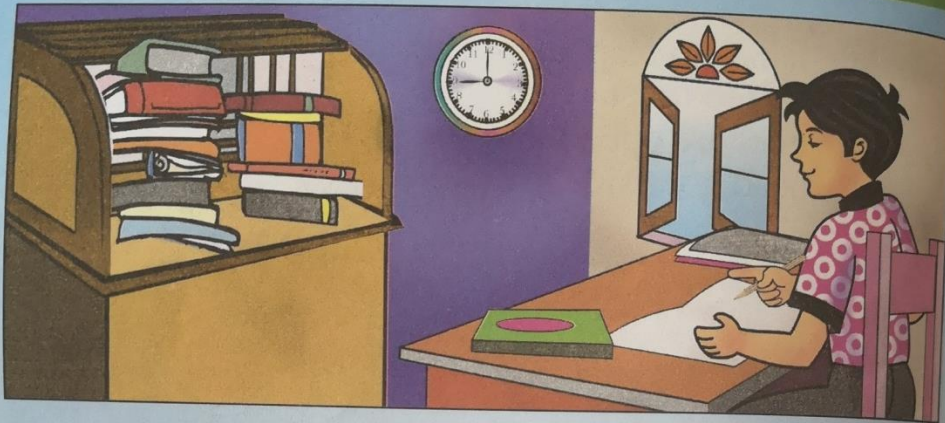
[দ্য নাইট ওয়াজ্ কাম্ অ্যান্ড কোয়াইট। এ ম্যান ওয়াজ্ ওয়াকিং অ্যালোন ইন্ দ্য ডার্ক। সাডেনলি, হি হার্ড সাম্ চিলড্রেন ক্রাইং। দ্য সাউন্ড কেম্ ফ্রম্ এ নিয়ারবাই হাট্। দ্য ম্যান লুক্ ওপন হিম্ অস হি সোভিয়ার। হুগ্হলি মোহসিন কলেজ ই নামেড অফ্টা হিম্।

second (সেকেন্ড) — দ্বিতীয়, **big** (বড়) — বড়, **area** (এরিয়া) —
রাজধানী, **situated** (সিচুয়েটেড) — অবস্থিত, **bank** (ব্যাঙ্ক) — তীর, **industries**
আয়তন, **square** (স্কোয়ার) — বর্গ, **centre** (সেন্টার) — কেন্দ্র, **instruments**
(ইনডাস্ট্রিজ) — শিল্প, **national** (ন্যাশনাল) — রাষ্ট্রীয়, **converted** (কনভারটেড) —
(ইনস্ট্রুমেন্টস) — যন্ত্রাংশ, **factory** (ফ্যাকটরি) — কর্মশালা, **company**
পরিবর্তিত হওয়া, **public sector** (পাবলিক সেক্টর) — সরকারী ক্ষেত্র, **precision**
(কোম্পানী) — সংস্থা, **manufactures** (ম্যানুফ্যাকচারস্) — তৈরী করে, **optical**
প্রসিশন) — যথাযথ, **microscopes** (মাইক্রোসকোপস্) — অণুবীক্ষন যন্ত্র, **government** (গভর্নমেন্ট) — সরকারী, **corporation**
(পটিক্যাল) — দৃষ্টি সম্বন্ধীয়, **headquarters** (হেডকোয়ার্টারস্) — প্রধান কার্যালয়,
রেসন) — সংস্থা বা নিগম, **important** (ইম্পর্ট্যান্ট) — গুরুত্বপূর্ণ, **connect** (কানেক্ট) —
জান) — অঞ্চল, **Metro-railway** (মেট্রো-রেলওয়ে) — পাতাল-রেল,
rest (রেস্ট) — বাকি, **possession** (পজেসান্) — অধিকার, **meteorological**
উনিক) — একমাত্র, **weather** (ওয়েদার) — আবহাওয়া,
জিক্যাল) — আবহ বিজ্ঞান সংক্রান্ত, **provide** (প্রোভাইড্) — সরবরাহ করা, **department**
স) — ব্যবস্থা, **regional** (রিজিওনাল) — আঞ্চলিক, **office** (অফিস) — দপ্তর,
প্রচার করা, **warning** (ওয়ারনিং) — হুঁসিয়ারি, **against**
প্রচারণা, **heavy rainfall** (হেভি রেনফল) — অধিক বৃষ্টিপাত, **strong**
জোর বাতাস, **cyclonic** (সাইক্লোনিক) — ঘূর্ণিঝড় সংক্রান্ত,
দিক, **engineering** (ইঞ্জিনিয়ারিং) — যন্ত্রশিল্প, **training**
jets (ক্যাডেটস্) — সমর শিক্ষার্থীগণ, **terminal**
পোর্ট) — বন্দর, **airport** (এয়ারপোর্ট) — বিমানবন্দর,
আন্তর্জাতিক, **country** (কান্ট্রি) — দেশ, **populous**
er (হাই টাওয়ারিং) — গগনচুম্বী, **decorate**
(প্যালেস্) — প্রাসাদ, **major** (মেজর) — প্রধান,
(প্রোজেক্টস্) — যোজনা, **only** (প্লাই) — চলে,
— গাড়ী ও লোকজনের

Lesson-23

IN THE MORNING

(সকালবেলায়)



Now it is morning. Moni gets up from the bed. He brushes his teeth. He first takes tea. After tea, he reads his lesson. He is now in reading room. He looks at the clock. It is 9'o clock. He takes his bath. After this he takes his food. He takes his tiffin into his bag. He wears his school-dress. He goes to school.

Word-meaning and pronunciation (শব্দার্থ ও উচ্চারণ)

now (নাই) এখন। **morning** (মর্নিং) সকাল। **gets up** (গেট্‌স্ আপ্) ওঠে। **brushes** (ব্রাশেজ্) মাজে। **teeth** (টীথ্) দাঁতগুলো। **takes** (টেক্‌স্) নেয়। **food** (ফুড্) খাবার। **bath** (ব্যাথ্) স্নান। **tiffin** (টিফিন্) জলখাবার। **bag** (ব্যাগ্) থলি, এখানে স্কুলের ব্যাগ। **wears** (ওয়ার্‌স্) পরে। **goes** (গোজ্) যায়।

Do Yourself

1. Answer the following questions by one or two words. (একটি/দুটি শব্দে উত্তর দাও) :

- (a) What is the time now of the day ?
- (b) Who gets up from the bed ?
- (c) Who takes bath ?
- (d) Who goes to school ?

← I'm not competent enough to evaluate English books, but I believe this is not a very good text for learning English (He ... He ... He ... He ..., missing articles, wrongly used expressions, ...)

Lesson-1

LEARN THE ALPHABET

(বর্ণমালা শেখো)

CAPITAL LETTERS (বড় হাতের অক্ষর)

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
			Y	Z			

SMALL LETTERS (ছোট হাতের অক্ষর)

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x
			y	z			

লক্ষ্য করো ইংরেজী বর্ণমালায় ২৬-টি বর্ণ বা letter আছে। তাদের মধ্যে a, e, i, o, u—এই পাঁচটি letter-কে Vowel বা স্বরবর্ণ বলে। এরা নিজে উচ্চারিত হতে পারে, কারও সাহায্য লাগে না। আবার এগুলো ছাড়া Word বা শব্দ গঠিত হতে পারে না। এছাড়া বাকি ২১-টি letter-কে Consonant বা ব্যঞ্জনবর্ণ বলে। এরা Vowel-এর সাহায্য ছাড়া উচ্চারিত হতে পারে না।

এবার দেখো— F = A + F (এ ফ)

D = D + E (ডি ই)

F উচ্চারণ করতে A ও D উচ্চারণ করতে E-এর সাহায্য লেগেছে।



Learning alphabet.

Sometimes you
WIN,
sometimes you
LEARN,
BUT YOU NEVER
lose.



CS Scanned with CamScanner



Some activities in the classroom (trying to use CLIL)

- ▶ Global goal: to teach them the English alphabet.
- ▶ Unit: Goldilocks and the three bears.
- ▶ Some activities: reading the story, explaining and showing new words (pantomime); reading and spelling new words with some activities (find the word, find your pair ...) ...



Example of this lesson plan (4 Cs)

TIMING: 3 lessons

↳ 3.1, 1.2, and 4.2.

AIMS:

- To read the story and to help learners understand new words / the content (pictures, explaining new words, pantomime).
- To help learners understand that they can read / listen and understand a story in a second language.

TEACHING OBJECTIVES

(what I plan to teach)

Content

- The content of the story Goldilocks and the 3 bears.

Cognition

- Vocabulary building, learning and using.
- Spelling new words.

Culture

- Understand that they can communicate and learn in other language with someone who doesn't speak their first language.

Communication

Language OF learning:

- big chair
- three bears
- bad girl
- ^{hot} breakfast
- bed
- kitchen

Language FOR learning:

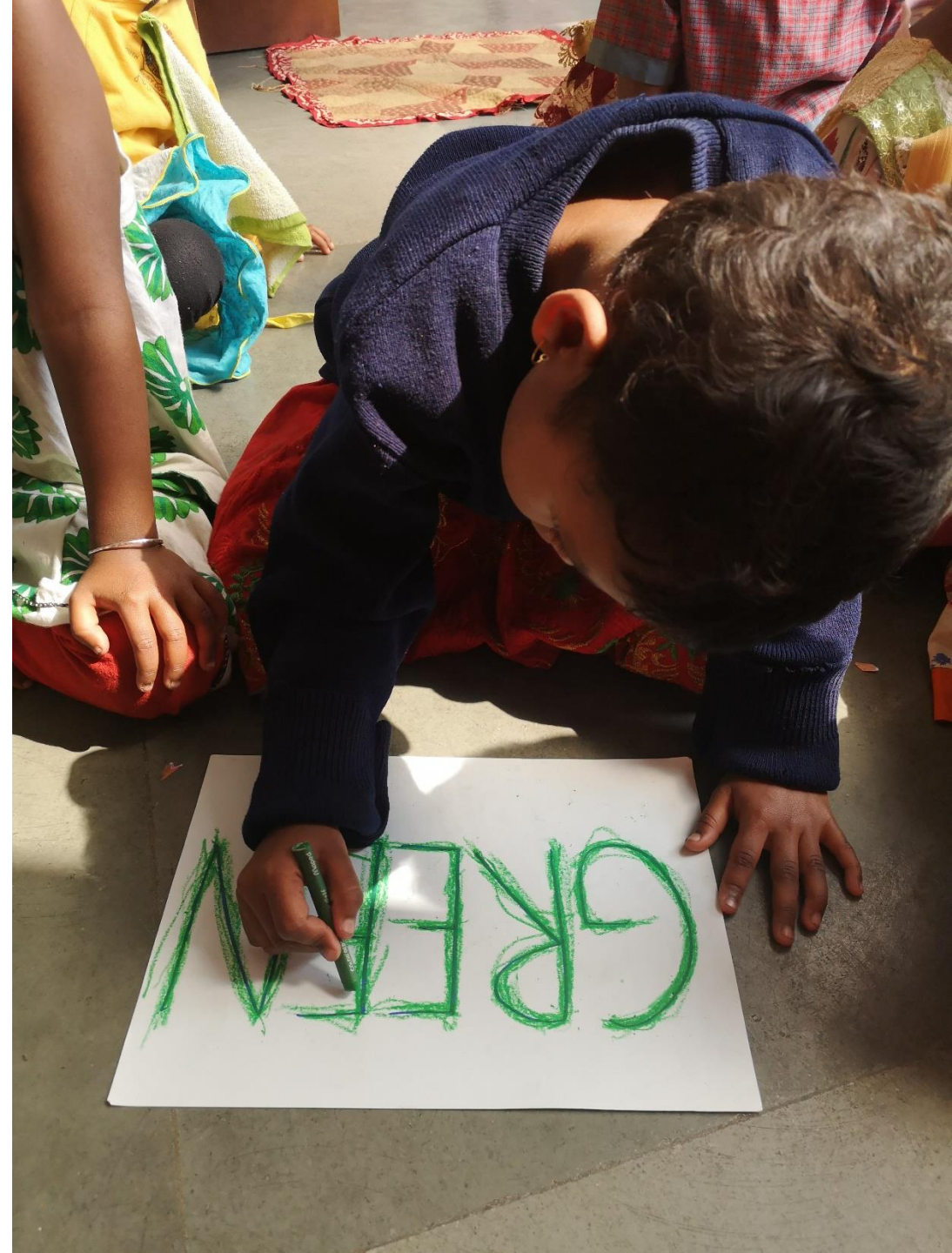
- What does it mean?
- It is a ...
- How do you spell that?

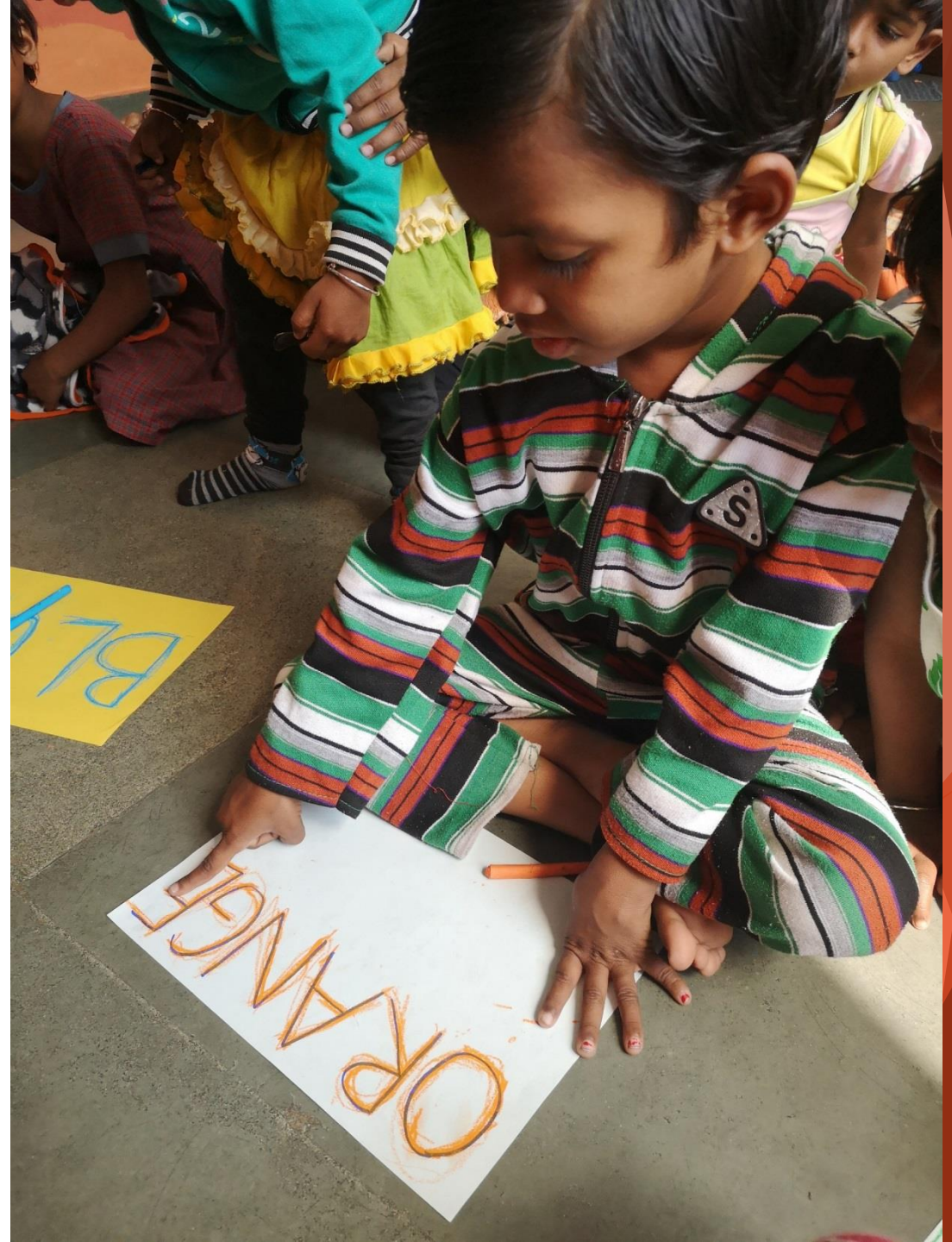
Language THROUGH learning

- To express feelings: I like the story, I don't like the story ...
- Distinguish language needed to carry out activities.



Prewriting activities





▶ Global goal: to teach them how we see the rainbow (colours of the rainbow and why does a rainbow appear in the sky).

▶ Unit: Colours (of the rainbow)

▶ Activities: flash cards (reading, spelling, writing), the game „Touch something ... blue/yellow/red ...“, drawing, colouring; an experiment: How does a rainbow form ...

Touch something green!



- ▶ Global goal: 1) to teach them that people live differently in other countries; that the world is different; 2) to encourage them to ask questions (in English) about that (to explore, to become curious ...).
- ▶ Unit: the world, continents, Slovenia
- ▶ Some activities: reading a story At the airport; making a world map; presentation of Slovenia (calendar pictures!); glueing the continents on the world map; telling me the story about the picture ...









- ▶ Global goal: to teach them about importance of eating fresh fruits and vegetables each day.
- ▶ Unit: Fruits and vegetables
- ▶ Some activities: flash cards, singing a song (Five little fruits), matching the colours and fruits ...

← Singing a song. 😊



- ▶ Global goal: to teach them about 5 senses (the smell, the sight, the taste, the hearing, the touch) and to familiarize them with the five senses organs of their body.
- ▶ Unit: Senses
- ▶ Some activities: Find your pair; flash cards ...





- ▶ Global goal: to teach them how to express their feelings.
- ▶ Unit: Feelings
- ▶ Some activities: Guess the feeling, Pantomime ...





OTHER activities 😊

ZUMBA (dancing)





Music

Teaching the keyboard



Teaching the guitar

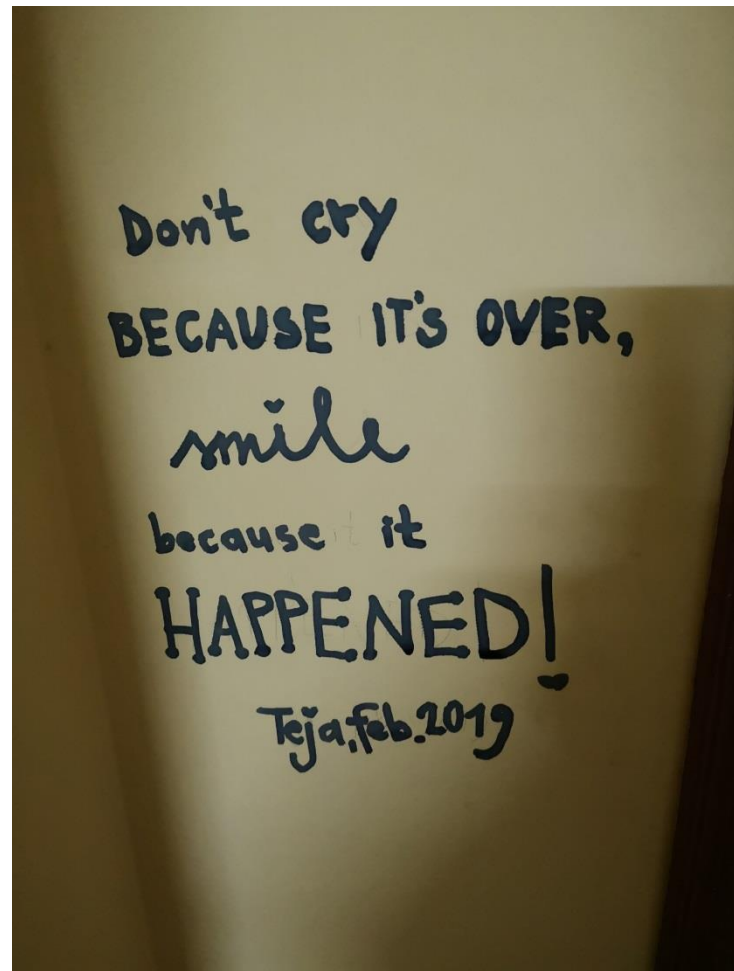




Choir







I am so thankful to have been part of Piali Ashar Alo again (for the third time!). It was a great experience to teach the children and to learn new things myself ... They taught me so much and gave me the opportunity to learn with them, to try CLIL and other things in the classroom and with children. I will never regret the decision to go there and will always remember a wonderful time I spent there!

Are you interested for some experiences like that or to visit Piali Ashar Alo or some other school?

- ▶ There is always a problem with English teachers, so Mojca and Anup are searching for some students who want to go there for a longer period of time (half of a year/one year...). But they are also very welcoming for volunteers who want to come for a shorter period of time (I recommend a minimum of 3 weeks!). 😊
- ▶ They also need sponsors for students. More info here: <http://www.pialiasharalo.org/donations/>
- ▶ I also recommend some other programs for amazing experiences all over the world:
 - ▶ www.workaway.info/
 - ▶ <https://www.aupairworld.com/en>
 - ▶ <http://pota.si/>



„My Urmila“ (I'm her sponsor.)

I was meant to present my experience in your class, but due to the Covid-19 I don't know if this will be possible. 😊

For more information or questions you can contact me on my e-mail: ts4533@student.uni-lj.si





THANK YOU!