

Research Article

**Integration of Technology and CLIL in teaching literature**

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**Abstract**

This paper aims to examine the effectiveness of an eclectic approach that involves the integration of Content and Language Integrated learning with technology in teaching literature. Generally, all the subjects are learned in the English language in India, and it is merely teaching the content in a second language, but Content and Language Integrated learning involves learning the language through content and to develop mastery over the content through language. This includes understanding, thinking, developing, and creating cognitive subject matter using the English language. The current trends and developments in English language teaching are designed and focused on the use of technology in language teaching. CLIL is an inclusive teaching methodology which can be adapted to the needs of the learners belong to different cultures and geographical location. The insights from literature and digital technology complement each other and contribute to the development of the field of digital humanities. The recent trends and developments in digital humanities such as digital archives, AR murals, audiobooks, book review forums, online poetry, and drama clubs, and digital literature enabled the dissemination of literary knowledge easier and helps to examine the multiple aspects of the text. When coupled with content-appropriate teaching pedagogy, this can be proved to be an effective teaching-learning methodology for teaching literature.

**Keywords:** CLIL, Digital Humanities, pedagogy, teaching, Literature, Literariness

**Introduction**

**Digital Humanities**

Humanists study the world created by humanity. Based on considerable research, and with specific questions in mind, they define a corpus of material for investigation. (Musto, Gardiner, 484) The outcome of their investigation is the evidence available as texts in the case of literature or any other artifacts. Digital Humanities concerns with the digital representation of the evidence humanists work with. In the case of literary studies, the text is the main artifact. The representation of the text in digital forms such as free digital archives and other forms of media pave the way for new scholarly inquiries and the development of new epistemes. The computer plays a major role in the life of a student in the digital era. As reading and writing become more and more online students find it easy to assimilate, analyze, compare and present information in digital form.

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Interactive tools and multiplayer participative forums serve as the basis of transnational communication and sharing of knowledge and perspectives. Digital Humanities enables the transmission of knowledge globally and stimulates transcultural and transnational perspectives in the field of Humanities. The recent advancements in the field of digital humanities can be proved to be complementary aids in teaching literature.

## **CLIL**

‘What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice.’ (Coyle, 168)

CLIL is the content and language integrated approach developed in Europe to teach a foreign language. CLIL works best in countries that follow multilingual education. In general, a teacher adapting CLIL needs to be an expert in language along with the subject or the teaching of the language and subject can go hand in hand with two teachers whereas the language teacher must be teaching the relevant vocabulary, grammar, and punctuation needed to learn the content. The content is approached through skills in a CLIL classroom. For example, in the case of mathematics, problem-solving skills, decision making, and logical thinking skills are developed through content-specific language. The teacher needs to talk about the language of the subjects.

CLIL invigorates a 4C’s framework which involves content, communication, cognition, and culture.

The Culture part of the framework can be exploited to accommodate the pluricultural awareness in teaching literature.

The role of a CLIL teacher involves teaching the content along with the relevant language. In the case of teaching literature, the content refers to the syllabus in teaching literature.

### **An Integrated approach**

In today’s world, the teaching of literature involves discussion of the reading of the choice of text, interpreting it, and discussing different perspectives along with elucidating the features of the different genres.

The use of CLIL in teaching literature involves assumes literature as the content. Literature includes fiction, non-fiction, poetry, prose, drama, and novellas. Each of these genres has specific structural qualities associated with it. The first step in teaching literature CLIL involves identifying the genres, describing the specific features which make them distinguishable from other genres, and ends with generalizing the genre qualities. CLIL provides opportunities to compare the similarities and differences among the genres by identification and comparison. A literature classroom should promote dialog and the development of appropriate language. For instance, when teaching dramas, by promoting the dialog relevant to the period to which the drama belongs enables the understanding of the different dialects of the language and thereby acquiring mastery of the language. Scaffolding of the understanding of the features of the language can be developed when the teaching moves forward from exploring literature belong to one age to another. The difference between a literature student reading a fiction and a commoner is the of the literariness of the language, and to provide multiple standpoints with respect to theoretical

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frameworks/insights from other disciplines which underlies that studying literature spans across multiple disciplines.

The next step in teaching literature through the use of CLIL methodology involves building registers for the chosen texts in the era of study and investigate them further to understand the lifestyle and culture of the people belong to that age. Tools such as ‘Perseus Project’ focuses on creating tools such as virtual reality interface, atlas tools for morphological analysis to facilitate access to classical and Renaissance text.

The major work of literary students is concerned with the text. Therefore, tools for disseminating a text such as identifying patterns and sentence structures in a text prove to be useful in stylistic analysis of the text. For instance, Hyperpo is a text analysis online tool to create the frequency list of characters, words, and series of words. The use of such tools helps in reducing the time involved in the identification of the frequency lists manually thereby projecting the time on to analysis and interpretation. There are other sophisticated tools available for identifying the sentence structure and pattern in the given text which can be useful in evaluating the work with respect to a theoretical framework.

The tools provided in this section are exemplars of the vast array of resources available on the internet. An initiative of the digital archives of the scholarly text (poem written by British and Irish women <<http://digital.lib.ucdavis.edu/projects/bwrp/>> ) written during the late eighteenth and early nineteenth century enables access to all the poets at once and can be used for discussions and comparisons in the class.

The Walt Whitman Archive presents materials alongside the poems written by Whitman. (<<http://www.whitmanarchive.org/>> ). It represents the poems that were never published, and the most interesting part is that it features the poems along with photographs for the settings in the poem and audio which was believed to be Whitman’s voice. Moreover, these archives present a possibility of adding reviews and viewing related scholarly articles. In this way, it enables the comparison of the reviews and interpretations at the same place.

The electronic literary association is one of the non-profitable organizations established to promote digital literature. With the publishing industry going online and the cost reduction and flexibility, Kindle Digital Publishing pushes more contemporary authors to digital publishing. Kindle E-books provide multiple features such as highlights and notes which can be extracted into a PDF or word file to be used for references and quoting the text in research papers or thesis.

IIT Madras’s recent initiative in generating AR mural artwork of the Jallianwala Bagh tragedy proves to be an exemplar for integrating technology into teaching humanities. These digital representations enhance visualization, imagination, and storytelling to provide insights into the event and offer multiple perspectives.

## Conclusion

The earlier adaptations of CLIL programs were mainly focused on the linguistic part rather than the content part whereas this adaption of CLIL allows us to incorporate more content along with the language whereas content being the literary subject.

Teaching literature with the help of CLIL methodology helps to decipher the features of different literary genres and develop critical thinking skills. The CLIL methodology aims to address higher-order thinking skills such as analysis, evaluation, and creation in any subject. These skills are highly relevant for a literature student in developing a literary consciousness towards any written work, when coupled with digital technology and tools at various stages in teaching literature, this methodology can be proved to be effective in terms of efficient time management and skill development. The incessant development in the field of digital humanities contributes to the development of effective teaching pedagogies and thus enables the learner to become more sensible and makes the learning process easier.

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