

ART INTEGRATED ENGLISH LANGUAGE PEDAGOGY- A MINOR STUDY

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ABSTRACT

At a time when parents and educators across the country have been floundering with apparently outdated models of education, the New Education Policy (2020) came up with a burst of fresh ideas. One such is the proposal for curricular integration of essential subjects and skills(4.23, P14). As per the proposal, students should also learn "In addition to proficiency in languages...sense of aesthetics and art..."The Centre for Cultural Resources and Training (CCRT), trains teacher educators to interlink education with culture. The investigator cum teacher educator drawing on the experience gained through a residential training programme of CCRT, attempted the teaching of English by integrating art and culture. Following the identification of a suitable theme, a lesson template was prepared for fostering communication skills by integrating culture and art. The material developed was then tested on teacher trainees and its usefulness was identified. It is hoped that this presentation would help participants grasp the possibility of integrating art with language education. Given the fact that the NEP 2020 document has proposed the strategy, but not the road map, this study assumes significance. It is also likely to be useful for those engaged in interdisciplinary curriculum design.

Keywords: Art, Culture, Integrated Curriculum, Language Education, New Education Policy.

Introduction

Schools and colleges across the world have commenced exploring the possibility of integrating art into the curriculum. An integrated approach, it has been argued by proponents of the integrated curriculum, promotes holistic education – unity rather than separation and fragmentation (Wineberg & Grossman, 2000) The relationship of arts and other learning has been described as "parallel, symbiotic, interactive or multi-layered" (Horowitz & Webb-Dempsey,2002). Research has also indicated that arts integration has great potential for student learning in multiple disciplines (Burnaford, 2007).

Background to the Study

One of the salient features of the New Education Policy is the proposal for curricular integration of essential subjects and skills(4.23, P14). As per the proposal students should also learn "In addition to proficiency in languages...sense of aesthetics and art..." According to Das (2020) "...One of the key takeaways from the new National Education Policy... is the increased focus on Arts and the proposed integration of Arts and Sciences." Hegde (2020) quoting NEP 2020 makes a proactive suggestion : "As part of experiential learning, the policy also proposes the inclusion 'integration of Indian art and culture in the teaching and learning process at every level' in order to 'strengthen the linkages between education and culture' and imbibe 'the Indian ethos' (4.7)...While introducing children to Indian art form/s is highly recommended, there is no reason why such exposure should be limited to any one form. Rather it should be made more eclectic through inclusion of a wide range of forms and best practices both within the country and across the world. This will make learning robust and vibrant". Perhaps one drawback of the Policy is that it will take time to implement it. But a major disadvantage is that though the proposal for art-integrated pedagogy is novel, no road map has been laid so far. This study is an attempt to fill the lacuna by attempting art-integrated language education.

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Brief Review of Studies

- **Integrated Curriculum**

Beane (1997) contended that an integrated curriculum “is concerned with enhancing the possibilities for personal and social integration through the organization of curriculum around significant problems and issues, collaboratively identified by educators and young people, without regard for subject-area lines (p. 55).

According to Malik and Malik (2011), there are 12 steps to take to develop an integrated curriculum: (1) train the staff member, (2) decide on scope of integration, (3) choose the level of integration, (4) plan for both vertical and horizontal integration, (5) establish working groups and elucidate their responsibilities, (6) determine learning outcomes, (7) identify the contents, (8) create themes, (9) prepare a comprehensive timeline, (10) select assessment methods, (11) communicate with students and staff, and (12) commit to reevaluation and revision. These suggestions can lead to a successful integrated curriculum for all parties involved.

- **Integrating Language and Art**

The preamble of the ‘Seoul Agenda (2010)’ emphasizes that “...arts education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners in a rapidly changing world, characterized by remarkable advances in technology on the one hand, and intractable social and cultural injustices on the other.” The agenda further defines goals for the development of arts education: i. Ensure that arts education is accessible as a fundamental and sustainable component of a high quality renewal of education. ii. Assure that arts education activities and programmes are of a high quality in conception and delivery. iii. Apply arts education principles and practices to contribute to resolving the social and cultural challenges facing today’s world.

To many researchers including Herpin, Quinn, & Li (2012) the immediate concern that arise when we think of an art integrated curriculum is related to the nature of constructs (outcomes, features, characteristics) and more particularly on how exactly to measure the effects of arts-integration.

Objectives of the Study

- Identify and develop content suitable for an art-integrated English language class.
- Transact the content developed and identify its usefulness.

Methodology

After a review of literature related to art integrated curriculum design, the investigator identified a lesson from the Standard XI English Course book for integration of art. From a specific lesson which has for its theme the traditional Indian value viz; ‘Dharma’ the investigator identified other works of art which explore the same theme such as literary work, Performing art, Visual art and Plastic art. Then, through a participant observer study, the investigator cum teacher educator transacted the content in a language classroom and collected data related to the usefulness of the content and strategy employed.

- **Sources of Data**

The investigator reviewed studies on art-integrated pedagogy for identification of an appropriate method for transaction of the content. Qualitative data regarding the usefulness of the content etc. was drawn from informal interviews with the participants and the investigator’s own field notes.

- **Population and Sample**

The population comprised BEd trainees undergoing a one year programme who had to attend a two day workshop on Culture-based pedagogy organized in the college as part of enrichment programmes which was funded by the Department of Collegiate Education, Government of Kerala.

- **Research Method**

The investigator employed a participant observer study for transacting a self developed art integrated language content in the English language class room. As the content utilized for pedagogical purpose was purely experimental no quantitative data was collected for the assessment. However quality data related to element of interest, usefulness and difficulty experienced if any was drawn through informal interviews with the learners.

- **Research Questions**

- Was the teacher developed art integrated language education content suitable for the learner?
- Did the learners find the art integrated content interesting and beneficial?

The Material Developed

For developing the art integrated content, the investigator cum teacher educator drew on the experience gained from attending a training programme on culture-based pedagogy. The lesson theme chosen was the traditional Indian value viz; 'Dharma' which is related to one of the short stories prescribed for study-'Karma' by Kushwant Singh. Themes that blend with the value chosen for study was identified. These included an episode from the Television Serial Ramayan in which Jatayu performs his 'Dharma' by trying to save Sita from Ravana and dies a valiant death. A video clip of the Jatayu episode from the traditional art form Koodiyattam, a painting depicting the killing of Jatayu by the acclaimed Indian painter Raja Ravi Varma and a 9th century sculpture of Jatayu's confrontation of Ravana was also identified.

For learning experience, the investigator identified viewing cum speaking tasks related to performance and mode of communication of message. A writing task was also identified based on the visit to the Jatayu Nature Park at Kollam.

- **Challenges Faced**

Perhaps the major challenge faced by the investigator was to engage the students in a learning experience which is not included in the present curriculum. Though several digital resources on art is available on the internet, identifying the most appropriate content and integrating it with the prescribed syllabus was quite time consuming.

- **Strategy Employed**

After identifying an appropriate theme from one of the lessons prescribed for study in the Standard XI English Course Book- (Dharma), the investigator tried to relate it to available digital resources on a Performing art, Visual art and Plastic art. Following the identification of the art form, a lesson template was developed to match the different stages of the lesson-Establishing rapport, Recapitulation, Production and Practice and Follow-up work. Activities for each stage was specifically mentioned in the Lesson Plan. After preparing the Lesson Plan, PowerPoint slides were prepared by incorporating hyperlinks and this was made use of during curriculum transaction of roughly 90 minutes duration. The Lesson Plan and the PowerPoint slides developed is included as Appendix to this paper.

Findings

The novelty of the content employed by the investigator cum teacher educator, motivated the teacher trainees to participate in the study. Thanks to the availability of relevant multimodal resources on the Internet, preparing teaching aids for transacting the curriculum was comparatively easy. Though several lessons were explored for integrating art in the Course Book in English prescribed for study at the Higher Secondary level, not all lessons were found to be suitable for integration. The integration of art into the regular curriculum can be fully successful only if specific mention of the same is made in the Learning Outcomes listed for each Level/ Grade and the same is tested through formative or summative assessment.

Data collected from the participants after the teaching encounter revealed that a majority gained a better understanding of the art forms. Many opined that the strategy employed helped them gain a fresh insight into art forms-Koodiyattam, Painting and Sculpture and evoked an interest to learn more about them. The Observation notes revealed that the novelty of the content particularly roused the curiosity of learners who are normally passive in the class.

Limitations

The art integrated content developed was used for transaction only on one batch of students. The content and duration of the study was small too. Further, it is not sure whether it would be effective in institutions in rural and semi urban areas. In preparing the Lesson Plan and in transacting the content, the investigator relied on prior training received. For a teacher of language, unaccustomed to integrating art with language, some kind of training will become essential.

Scope for Further Research

This study has tried to explore the integration of a theme related to a single performing art, visual art and plastic art. There are several other art forms to be explored. The study was undertaken on BEd students. It can also be undertaken among students of Arts and Science at the Under Graduate level.

References

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Source of Art- related content

Video

1. Ravana kills Jatayu (TV serial episode)
2. <https://www.youtube.com/watch?v=YcDQC1ofv9s>
3. Koodiyattam (Kutiyattam), the Sanskrit Dance Drama - Story: Jadayuvadaham
4. <https://www.youtube.com/watch?v=f2u2VXmk3f8>

Painting

1. Raja Ravi Varma, Jatayu vadha, 1906.jpg
2. https://commons.wikimedia.org/wiki/File:Raja_Ravi_Varma,_Jatayu_vadha,_1906.jpg

Sculpture

1. Ravana capturing Sita as Jatayu fights him. 9th century sculpture
2. <https://www.pinterest.com/pin/470063279835593477/>

Photograph

1. Jatayu Nature Park :A new tourist destination in Kerala.
2. <https://www.indiatoday.in/travel/travel-buzz/story/jatayu-nature-park-a-new-tourist-destination-of-kerala-277524-2015-12-16>
3. Jatayu Rock Hill – Reasons to Revise Your Kerala Tour Package Itinerary.
4. <https://www.sreestours.com/blog/jatayu-rock-hill-14>

Appendix**Lesson Plan****Name of Teacher:****Subject:** English**Class:** XI**Lesson :** *Karma* (Short story by Kushwant Singh)**Language Skills:** LSRW and Communication skills**Learning outcome:**

*Uses English for sharing understanding.

*Grasps the significance of the traditional Indian value 'Dharma'.

*Appreciates mode of communication of message in different art forms.

Cultural Inputs:**Literary text:** Themes related to the final moments of Jatayu in 'The Ramayana'**Dramatization :** TV serial: Scene: Jatayu vadham (Killing of Jatayu highlighting role of 'dharma')**Art forms:**1. **Koodiyattam-** Stage performance (Killing of Jatayu)2. **Painting :** Ravi Varma on Ravana killing Jatayu**Sculpture:**

1. Wall sculpture Jatayu

2. Modern stone sculpture-Jatayu Nature Park, Kollam

Value : Role of Dharma**Activity:**

1. Comparison and contrast of performances (TV serial and stage-Ways of communicating message.







2. Comparison and contrast of depiction. (Painting and Sculpture)

3. Project work: Visiting and documenting Jatayu National Park

Level: Higher Secondary	
Time: 90 Minutes	
Subject: English	
Topic: All about Jatayu/Communication skills-Speaking and Writing	
Lesson background : The session is engaged as communication skill tasks following the teaching of the lesson <i>Karma</i> (a short story by Kushwant Singh in which an England-returned-Indian belittles his Indian wife)	
Learning resources: Laptop, PPT slides, LCD Projector, Video clip on the Jatayu episode from the popular TV serial, Ramayana subtitled in English, a painting and a picture of a sculpture depicting Ravana attacking Jatayu, Koodiyattam performance of Jatayu episode, Images of the new Jatayu Nature Park in Kerala.	
Assessment : Teacher checks the understanding of mode of communication in different art forms and the ability of learners to communicate in English grasping the essence of the traditional Indian value-'Dharma'.	
Stages	Explanation of activity
Establishing rapport	The teacher engages in a casual chit chat to establish a rapport and asks about their views on friendship. (05 Minutes)
Recapitulation	Tr. Asks questions to check reading comprehension of the short story 'Karma'(10 Minutes)
Production and Practice	<i>The learners are directed to read the following text made available on a PPT. They are invited to ask for clarifications, elaborations to peers/ the teacher</i> ▶ Jatayu a demi-God who had the form of a vulture, was a great friend of Rama's father King Dasharatha. Jatayu kept fighting, trying to save Sita from being kidnapped. He fought for the purpose of Dharma till his last breath. It was Jatayu who informed Rama that Ravana had kidnapped Sita. (10 Minutes) To initiate discussion on 'dharma' the teacher may refer to popular tales in the mother tongue. (local text) Task # 1: The learners are directed to view the Jatayu episode from the TV serial Ramayana and narrate it to a friend who has not seen the video clip (20 Minutes). Task # 2 : Learners are directed to view a video of a Koodiyattam performance (an art form of Kerala) and say how the performers communicate to the audience through

	<p>their acting. Identify how it is different from the TV serial video clip. Learners who are familiar with the art form are directed to share their knowledge especially related to make up and performance (20 Minutes).</p> <p>Task # 3 : The learners are directed to compare and contrast a painting and a sculpture on the Jatayu episode. Those familiar with ways of using brush for oil painting and tools for sculpting are invited to share their knowledge about the process of creation of an object of art. (20 Minutes).</p> <p><i>The learners are shown a picturesque location at Chadayamangalam village, in Kollam, Kerala, believed to be the place where Jatayu fell from the sky after a valiant fight with Ravana.</i></p> <p>* Learners are shown the image of the new Jadayu Nature Park at Kollam (05 Minutes).</p>
<p>Follow -up/homework</p>	<p>Assignment cum field visit: Visit the place during the weekend and prepare a write-up for a magazine about the new Nature Park.</p>

PowerPoint Slides

<p>1.</p> <p>Read the following</p> <p><i>Jatayu a demi-God who had the form of a vulture, was a great friend of Rama's father king Dasharatha. Jatayu kept fighting, trying to save Sita from being kidnapped. He fought for the purpose of Dharma till his last breath. It was Jatayu who informed Rama that Ravana had kidnapped Sita.</i></p> 	<p>2.</p> <p>Task # 1: View the Jatayu episode from the TV serial Ramayana and narrate it to a friend who has not seen the video clip.</p> 
<p>3.</p> <p>Task # 2 : View the video and say how the artists communicate to the audience in this Koodiyattam performance</p> <p>Performance</p> 	<p>4.</p> <p>Task # 3 Compare and contrast</p>  <p>Painting by Raja Ravi Varma</p> <p>A 9th century sculpture</p>
<p>5.</p> <p>Chadayamangalam village, Kollam, Kerala is believed to be the place where Jatayu fell from the sky after a valiant fight with Ravana. Jadayu Nature Park ... a new tourist destination</p> 	<p>6.</p> <p>Task # 4: Assignment cum field visit Visit the place during the weekend and prepare a write-up for a magazine about the new Nature Park.</p> 

Glossary of Select Terms

- **BEd:** Bachelor of Education (B.Ed) is an undergraduate professional degree course for the students who want to make their career in teaching and related fields. It is a skill-based course and mainly designed to impart the necessary teaching skills to make the students familiar with different aspects of classroom teaching.
- **CCRT:** Centre for Cultural Resources and Training, New Delhi. Established in 1979, it is one of the premier institutions in India working in the field of linking education with culture. At the philosophical core of the CCRT lies a commitment to holistic education, encompassing the cognitive, emotional and spiritual development of children. CCRT revitalizes the education system by creating an understanding and awareness among teachers, students and educational administrators about the plurality of the regional cultures of India and integrating this knowledge with education. (CCRT Website)
- **Dharma:** It is a Sanskrit word that means law or decree. In Hinduism, dharma is the religious and moral law governing individual conduct and is one of the four ends of life. In addition to the dharma that applies to everyone (*sadharana dharma*)—consisting of truthfulness, non-injury, and generosity, among other virtues—there is also a specific dharma (*svadharmā*) to be followed according to one's class, status, and station in life.(Britannica)
- **Jatayu :** In the Hindu epic Ramayana, Jatayu (Sanskrit: जटायुः Ja yu) is a divine bird and the younger son of Aru a and his wife Shyeni. His brother, Sampati, is a demi-god who has the form of a vulture and was an old friend of Dasharatha (Rama's father). According to the legend, it is believed that Jatayu fell on the rocks in Chadayamangalam in Kerala after his wings were clipped off by Ravana.
- **Jatayu National Park:**Also known as Jatayu Nature Park or Jatayu Rock, is a park and tourism centre at Chadayamangalam in Kollam district of Kerala. Formerly, the place was called Jatayumangalam. This is the place which is mostly credited to the falling place of Jatayu since rocks there hold striking carvings of Jatayu's beak mark during his last breath and footprints of Lord Rama. It stands at an altitude of 350m above the mean sea level. Jatayu Nature Park holds the distinction of having the world's largest bird sculpture, which is of the Jatayu. (Wikipedia)
- **Koodiattam:** '*Koodiyattam*', meaning "combined acting" in Malayalam, combines Sanskrit theatre performance with elements of traditional koothu. It is traditionally performed in temple theatres known as Koothambalams. It is the only surviving art form that uses drama from ancient Sanskrit theatre. It is officially recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.(Wikipedia)
- **Learning Outcome:** It is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated.
- **Lesson Plan:** It is a teacher's daily guide for what students need to learn, how the content will be taught, and how learning will be measured. It outlines the content of the *Lesson* step-by-step. It will specifically mention the tasks that students will undertake. The Lesson Plan is usually prepared in advance and can either cover an entire *Lesson* or Unit. In this study it refers to the preparation of a two column plan specifying the different phases of the lesson, and an explanation of the different activities.
- **Lesson Template:** Often the term is used interchangeably with Lesson Plan. In this study, the term is used to refer to the format of the written lesson Plan (2, 3 or 4 column). The format in this study was arrived at through a knowledge of the students, the content to be taught, the learning objective, the learning experience to be provided and the mode of evaluation.
- **NEP:** Since independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Based on the report and recommendations of the Kothari Commission (1964–1966), the government announced the first National Policy on Education in 1968. The latest, New Education Policy 2020, aims to reorient the education system towards meeting the needs of the 21st century by achieving the twin objectives of inclusion and excellence.
- **Ramayana, The:** It is one of the two major Sanskrit epics of ancient India, the other being the Mahabharata. It follows Prince Rama's quest to rescue his beloved wife Sita from the clutches of Ravana. It is traditionally attributed to the authorship of the sage Valmiki and dated to around 500 BCE to 100 BCE. Comprising 24,000 verses in seven cantos, the epic contains the teachings of the very ancient Hindu sages. It has greatly influenced art and culture in the Indian subcontinent and South East Asia.(British Library)
- **TV Serial Ramayan:** '*Ramayan*' is an Indian historical *television* series based on ancient Indian Sanskrit epic of the same name. The *show* was originally aired between 1987 and 1988 on DD National. It was created, written, and directed by Ramanand Sagar. The *show* is primarily based on Valmiki's *Ramayan* and Tulsidas' Ramcharitmanas.

