

LINGUAPHILE SKILLS HUB QUARTERLY

Happy Easter - May this one be egg-cellent



Member of:



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FOUNDER'S FOREWORD



SAURAV DUTTA

As the saying goes, time and tide stops for no one. It is almost one year since more than half of the world went into lockdown when we started to grapple with the challenges of COVID-19, and a year on, its mixed response globally with an immense number of vaccines that we are hanging our hats on as a ray of hope.

And in this past year, at Linguaphile we have had a great journey globally, with a lot more

exciting news to come on this year. We listened to numerous parents who have been looking for academic and career solutions for their children, engaged with international curriculum boards to streamline offerings for career choices, started our new service with Linguaphile Caring Hands to provide early intervention, psych-ed counselling and guidance services to parents.

Linguaphile is an amazing journey, not only for our students who have been enjoying thoroughly in their academics, but also our teachers, not to mention the satisfaction that comes in them when they see the real progress in their students. And comes in our dedicated set of interns who provide a wide variety of real hands-on responsibilities that gives them tremendous experience that they can take away in their future career coupled with our Continuous Professional Development (CPD) programme that is a requirement for everyone within the organisation to ensure we have a very high standard of quality management through knowledge and experience.



Finally, introducing our board of advisors who have cumulative business experience at very senior level of circa a century and come from corporate finance, banking, corporate strategy, loyalty sector, technology, entrepreneurship thus providing a very rich experience with the vision for Linguaphile to make a difference to children who want to learn differently.

It is spring time in the northern hemisphere and the green shoots of buds are gradually coming out with ray of hope for a better tomorrow, and on that note, we would like to wish you all a very happy Easter and festive season and hoping that you and your dear ones stay safe and healthy as we battle through this challenge of COVID – 19.

All the very best!



FROM THE CHIEF EDUCATION OFFICER'S DESK



PAPIYA BANERJEE

Let's crack the Easter eggs!!!

Greetings from Linguaphile skills Hub! As we slowly awaken this year with the good news of the vaccine roll out, we joyfully look forward to the second half of the year wishing that this summer and autumn will be better for all of us.

The start of the spring rejuvenates new life and with it, the season brings new shoots and flowers to embrace the circle of life. At Linguaphile too, we are gearing up for new prospects for our children with special educational needs Education has taken a new perspective during the pandemic. We have already been tested with new platform of learning which successfully yielded an alternative approach to the traditional education system. At Linguaphile, we believe in the mantra of "adopt and adapt". Therefore, we are delighted to bring a refreshing change in the format of standardized board assessment system which is recognized by the global universities including ten prominent universities in India as of now.

As we respect and understand the fairness of standardized board assessment but at the same time, we also value the importance of "equity versus equality".



To propagate the idea that “one size does not fit all” it is important to take it to the higher education curriculum too, when the same concept of differentiation applies to the higher secondary board and at the university level.

At Linguaphile, we are happy to announce the starting of BTEC (Business and Technology Education Council), UK programs where the students can register of examinations for their 10th and 12th Board with an alternative option to pen-paper based exam series. They can even study one subject at various levels of guided learning hours that can give an equivalency to multiple credits drawing from 5 to 6 different subjects. Other options include studying at one’s own pace or joining the course after NIOS examination for better admission options worldwide. Interestingly, the program is recognized globally and in the UK itself one out of every four students who enters universities

for under-graduation studies holds a BTEC qualification.

All children with special educational needs might not be having the capability to have a pen and paper-based examination despite the accommodations involved. However, cognitively they can be as bright and creative in a specific subject as others. So, it is high time that we embrace and adopt to the child centric approach even at the board examination level.

Therefore, it is a shout out to the parents “let’s start cracking the Easter Eggs” and give our children an alternative pathway for their academic qualification to the best of their capabilities.

Hurry up and book your parent consultation appointments at info@linguaphile.co.uk to grab the copy of the student handbook and the multiple subject options for IGCSE and BTEC qualifications.

Happy Easter!



ROLE OF A TEACHER IN THE LIFE OF A CHILD WITH SEN

SWATHI UDIPI, INDIA



I feel these are some of the ways a teacher can help the child:

1. **Teach them how the child understands not how you want to teach:** Most of the time we teachers teach in a way we want, not how the student understands. Different children learn in different ways (Auditory-hear, visual- hear, Tactile-touch, Kinesthetic-Learning by hands-on experience). Many times we don't cater to the needs of students who learn differently.

The present situation of the pandemic is affecting many of the children's learning because of the one rule followed all, way of instruction. Let's try helping them a bit more which will go a long way.

2. **Progress is not measured in marks:** We teachers often forget that progress is the marks got by the child and the child has understood only on the marks obtained. Our education system is such that it doesn't check the understanding of the child but checks for memory and recall ability. The fact that the child has come till here is also progress.
3. **If the child is not in the mood, don't force, give the child a break:** There can be off days for the child or the child may be just not in the mood to study. Pushing the child to study will aggravate the situation more. See whether the



child can be convinced to work sometimes it's ok even to just give a day off to the child. Portions can always be finished.

- 4. Listen to the child not hear them:** This is one aspect we have to change be it a mother or a teacher. We all listen to them but not hear them. In school, when a child comes with a problem hear them out. A problem for a child may not be a problem for us but that shouldn't stop us from hearing out the child.
- 5. Create a bond between the child and the teacher:** Some children come from different backgrounds, different economic conditions and different situations at home. Sometimes they will not have anybody to talk to at home we teachers can be that support system to them. This will make them feel safe and secure as there is someone to lean on.

- 6. Perform your role - therapist means therapy:** I have seen some times teachers do therapists jobs and therapists do teachers do. Let's keep the roles clear. As therapists, let's help the child in the way we are supposed to and not start teaching the academic subjects. As teachers, we can talk to the children but let's not counsel them and suggest things if something happen we will be held responsible. Therapists are trained counsellors and in the same way, teachers are trained to teach.
- 7. Believe in the child:** Always believe in the capabilities of the child. Every child has the potential to achieve something. It's just a matter of time. Few children take lesser time than others and some children take more time but in the end, every child achieves something in life.



8. Create me time for yourself:

Being a teacher should not stop us from creating a “Me time” for ourselves. Creating time can be for self-development or just to relax. If we are in the right mood is when we can also help our children.

9. Make the subject fun and interesting:

Many times we like the subject because of the teachers who taught us. The teachers would have made the subject very interesting and made us enjoy it thoroughly.

10. Don't be strict, be firm:

Be firm but not strict there is a thin line between the two. If you are too strict then the children can get intimidated and if you are very lenient then can take you for a ride. Create a balance as to when to be strict and when to be lenient.

If you are wondering who I am? I am a person who is a mother and a teacher. I have loved every bit of the journey and still continue to do so.





A SIMPLE GUIDE TO MODERATE LEARNING DIFFICULTIES

BHAVNA KAWA, UK

Children with moderate learning difficulties may have difficulty following their curriculum. They have general developmental delay resulting in attainments significantly below expected levels in areas of the curriculum, for example below level 2 of the National Curriculum at the start of senior school. There may be other, associated needs such as dyspraxia. Often, pupils with moderate learning difficulties do not find learning and communicating easy and may display challenging behavior if their needs are not fully recognized and understood. Children with moderate learning difficulties tend to have some of the following challenges:

- Problems grasping basic skills in reading, writing and numeracy with a lack of confidence to use and develop the skills they do have.
- Limited communication skills with immature social and emotional understanding.
- Difficulty with personal organisation.
- Poor auditory/ visual memory.
- Use of ICT, including where applicable, modified hardware.

- Poor long and short-term memory;
- Difficulty remembering what has been taught.
- Speech and language delay.

Below are a few tips in supporting children with mild learning difficulties:

- Provide them with routine and structure.
- Give the child responsibilities.
- Encourage, praise, reward - not just for work and achievements but for positive behaviour too.
- Ensure learning objectives are realistic for every lesson, and that success is achievable.
- Give clear instructions - careful questioning to ensure a child knows what is expected of them and of the task.
- Regular reinforcement of tasks to be mastered and the opportunity to practice and apply skills in everyday situations.
- Show them how things are done rather than just explaining-try to provide plenty of opportunities for multi-sensory, practical learning.



IMPORTANCE OF POSITIVE PSYCHOLOGY INTERVENTIONS IN SCHOOLS AND CLASSROOMS

MEDHA DEY, INDIA

An increased focus on youth development has led to an understanding of the importance of the wellbeing, resilience and mental health of children and young people. As a result, there is a growing body of research, especially over the last two decades, which increasingly recognises the complexities of learning and development across the years spent at school.

Alongside this trend, is the rise of positive psychology, which is changing our conceptions of youth, education and development. Support for a new era of student-centric teaching practices dedicated to enhancing student wellbeing has come not only from researchers and psychologists, but also from school and education authorities, who are showing an increased appetite for integrating positive psychology-based programs into the learning curriculum. (Chodkiewicz & Boyle, 2017)

In 1998, Martin Seligman urged psychologists to focus more on understanding how to build human strength and psychological wellbeing. He coined the term, Positive psychology, which can be thought of as the science of happiness. This field looks at people's strengths and what helps individuals to lead happy, contented lives, and it moves away from focusing on people's pathology, faults, and problems. (Lumen Learning, n.d.)

An example of a research is given here to show the efficacy of positive psychology-based interventions in classrooms.

A study conducted in Israel, evaluated a positive psychology school-based intervention aimed at enhancing mental health and empowering the entire educational staff and students at a large middle school. 7th to 9th grade students participated in a 1 year intervention program and were compared to students who did not get intervention programs. The



findings showed significant decreases in general distress, anxiety and depression symptoms among the intervention participants, whereas symptoms increased significantly in the non-intervention participants. In addition, the intervention strengthened self-esteem, self-efficacy and optimism, and reduced interpersonal sensitivity symptoms. These results demonstrate the potential benefits of evidence-based positive-psychology interventions for promoting school-children's mental health, and point to the crucial need to make education for well-being an integral part of the school curriculum. (Shoshani & Steinmetz, 2014)

Carol Dweck's research around fixed vs. growth mindset has inspired teachers and curriculum designers around the world to incorporate her ideas into their practice. In education, the "hows" are much more important than the "whats," and a true growth mindset takes root best in the context of the much larger movement of positive psychology. So, what steps can be taken if we really want to cultivate growth mindset, happiness, and character strengths? (Sanders, n.d.)

1. Design a systematic approach, which is not only limited to students and teachers, but includes administrators and staff as well. When the entire community feels involved in the process of changing the school's culture, the process is significantly catalyzed. Teaching all staff on how to identify their own character strengths, practicing intentional happiness activities, and incorporating mindfulness into their daily lives, will help students feel much more supported when they are introduced to these new and unfamiliar practices.
2. Cultivate and encourage personal practice of positive psychology
3. It is important that students and teachers have time for introspective reflection. This allows for processing, asking questions, identifying strengths and weaknesses, and detailing wants and needs. Eg. Journaling

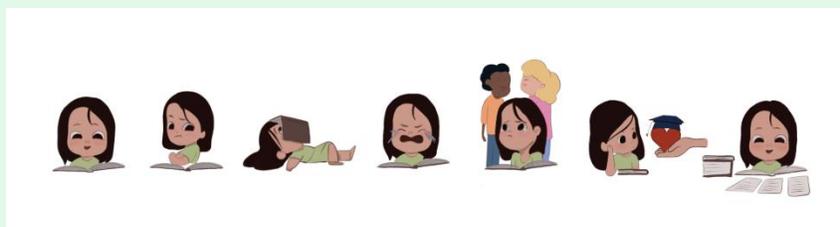


4. Throughout the process, students and teachers should be provided opportunities for formative feedback. It allows learners to identify their own strengths and weaknesses and target areas for growth. This process is much more motivating than a traditional assessment, and it just happens to double as another technique for integrating positive psychology and growth mindset into the classroom.

Schools have been asked to transform their curriculum and teaching practices to focus on increasing student wellbeing and happiness, foster optimal youth functioning, teach social skills, support student self-image, equip students with higher level cognitive skills and tackle the issue of youth mental health. (Seligman et al., 2007)

Lack of access to information and knowledge regarding the newest innovations and evidence-based practices has been seen as a barrier to effective intervention implementation in schools.

Indeed, research shows that children who are happy and emotionally supported have better emotional and academic outcomes. For that reason alone, schools should implement positive psychology's teachings into their classrooms. While implementing these teachings, however, schools also must take care not to overburden their teachers. Research shows that teacher well-being modifies the emotional and academic outcomes of their students, so teacher happiness, as well as student happiness, should be the main goal of positive education. (Selva, 2020)





WRITING TECHNOLOGIES AND ONLINE WEBSITES FOR CHILDREN WITH SEN

SAHAAB SHAFIQUE, PAKISTAN

Writing Technologies and Online Websites for SEN children and how they help. Special Education institutes and support centres, have been extremely instrumental for enabling and edifying children with special needs and as its relevance and requirement continues to grow, so does its platforms. Each child, disabled is actually differently-abled and so there are things that they can and cannot do. And in order to assist children, several technologies have come into practice as well as websites that all serve their particular purpose in the same endeavour.

Considering writing technologies, there are a few available to help a child write, they proofread the texts, detect and rectify errors. Gothit and Ginger are some incredible ones that assist children with dyslexia in writing. Gothit not only proofreads and makes changes to a text in check, checks for the same in their new projects. Meanwhile Ginger is available for other languages along with English as well to cover and correct a

greater range of texts and their writers. These are tremendously helpful for children with irregularities and errors in terms of writing but for kids who face challenges with their motor skills and mobility might not be able to write across a paper at all. And for them the Sip-and-Puff Systems look out. These smart sensors are here to replace and mimic the functions of a mouse and keyboard. Using either the sip or puff he or her with their mouth can navigate the controller across their screen, this can help them click into different applications, draw, paint and a keyboard on the screen can help them type.

Over to Online Websites, there are far too many doing a great job at providing children adaptive and easy ways to learn and achieve. Different subjects might have their own particular websites or one website may teach multiple subjects. They all have a very nice and easy to use interface, great tutorials on them, fun activities,



quizzes and even games to provide special children with assistance and arguably more eclectic kinds of learning resources than a regular school or syllabus may contain. Some brilliant sites as such are Storyline Online, they entail narrators creating audiobooks of some great and iconic tales for children that find difficulty in reading.

IXL on the other hand educates children from kindergarten to their year twelve with every school subject. The Exploratorium takes care of the sciences, putting forth great many video lessons about the climate, earth, the human body and its functions, with reminders to have kids look out for exciting astronomical events. When the learning would require a little testing, the children can turn to Do2Learn and AdaptedMind that have hundreds of quiz-lets, flashcards and worksheets of various subjects that can help assess and keep track of their progress in learning and suggest improvements to be made. And for children who enjoy both arcade and academics, FunBrain and

Arcademics Skill Builders might as well be their top searches for these websites have fun and easy multiplayer games that can produce score sheets with other students. This keeps the children competitive and excited and also tracks their wins and losses for their teachers to later help them out with.

Assistive technologies bridge the gap beautifully with incredible efficacy for children that otherwise, in monotonous and uniform ways wouldn't be able to learn. Instead of giving up on a child, they go ahead with establishing solutions and ways in which a child could achieve control, comprehension and success over whatever they could not do and ensures learning in more fun, varied, interactive, easy and efficient ways which is absolutely heart-warming, for no child deserves to be left out on education, growth and opportunities and all such Assistive

Technologies endeavour to ensure just the same.



ASSISTIVE TECHNOLOGY TO IMPROVE SENSORY RECEPTION

AASTHA SOMANI, INDIA

Sensory Processing refers to understanding and responding to the information that enters the brain through the sense organs. Often, sensory processing difficulties arise as an associated condition with learning disabilities.

Sensory Processing Disorder (SPD), previously called Sensory Integration Dysfunction (SID), refers to the inability of the brain to perceive the information captured by the sense organs. This generally is reflected upon an individual's ability to function socially, in their daily life activities and develop behavioral skills. (Miller et al., 2017)

Speaking of sensory processing, the most familiar senses come to our mind: touch, smell, vision, hearing, and taste. However, there is the inclusion of Vestibular organs, responsible for changes in position, movement, and balance; Interoception, responsible for internal regulation responses like that of hunger, thirst, blood pressure; and Proprioception responsible for the

information of body awareness, position, and posture, as a part of the sensory organs. (Venkat, 2017)

Sensory processing challenges broadly are of two types: Hypersensitivity also called oversensitivity which leads to sensory avoiding wherein the sensory input is avoided because it can be very overwhelming; Hyposensitivity also called under a sensitivity which leads to sensory seeking wherein sensory stimulation is more sought for. Experiences can be of either type or a mixed type. (Team, 2021)

A difficulty like this involves therapy/intervention rather than treatment. Sensory Integration Therapy (SIT), often given by Occupational Therapists (OTs), is the ideal one, wherein an intervention-based therapy is provided to help stimulate the regions of the brain pertaining to a specific sensory stimulus. The aim is to change the way the brain reacts to a particular sensory stimulus. (Venkat, 2017)



It happens so that some regions of the brain are more responsive than the other and hence the brain, through therapy, is trained to balance that responsiveness. The brain is an amazing structure that is plastic enough to rewire its connections the way it is made to.

The question that arises is how is this therapy provided? OTs often use assistive technologies to make what is called a “sensory diet”. Below mentioned are some technologies used to improve sensory reception:

For kids with visual difficulties brightness, color, size, and font of the text are adjusted to what suits them. Devices like tabs and large screen monitors can be used.

For kids with hearing difficulties, volume and kind of sound matter a lot. Headphones suit some kids while some may not be able to stand them. In many cases where the sounds can be put on mute, it is the best choice for them. Noise-canceling headphones are often used by kids who cannot tolerate loud sounds. In some cases, keeping the child warned about a particular kind of sound may also help them cope up with it.

With the newer technology touch screen has become the most common way of learning. However, for some even the keyboard works as long as the sound of hitting the keys does not bother them. Even a touch board could tell us how that particular child would feel. These, in all, could be great for them to feel and understand the difference. A fidget is also a tool, which allows many kids to focus better.

Deep pressure therapy is a form of tactile stimulation by exerting pressure on the surface in the form of “touching, holding, stroking, petting of animals, or swaddling” as described by Temple Grandin. It alerts the nervous system to calm down. For children with ASD, whose sensory reception of touch is not good, have “reduced self-injurious behavior and self-stimulation” with deep pressure therapy. This form of tactile stimulation also includes the use of pressure vests, a torso-hugging suit that an individual with ASD wears to recuperate from issues such as insufficient attention, hyperactivity, etc, and snoezelen rooms, a multi-sensory environment designed for children with ASD enabling them to “select and receive sensory input in the



type and amount he or she desires". (Prakash, 2018)

The concept of VR or virtual reality has been used to improve sensorimotor reception. VR allows real-time simulation of an environment, scenario, or activity allowing user interaction for multiple sensory receptions. The purpose of VR-based therapy in neurorehabilitation. VR is beneficial to individuals with motor difficulties resulting from neurological dysfunction. It targets the brain regions controlling motor function, thus enhancing plasticity.

It also triggers a compensatory pathway for signaling to stimulate the brain cells. (Adamovich et al., 2009)

Gaming is also one form, which helps with tactile as well as motor difficulties. Games like Nintendo, require movement of the body along with touch and visual cues.

In all, as we walk into a future with technology, this is the best possible way to help the children with special education needs.





MINDFULNESS

BHAVNA KAWA, UK

During this global pandemic mental health has been a forefront in all our lives, here at Linguaphile Skills Hub we introduced mindfulness sessions to our children. For example: Box breathing, is a technique used when taking slow, deep breaths. It can heighten performance and concentration while also being a powerful stress reliever. It's also called four-square breathing.

According to brain imaging research, practicing mindfulness can alter brain structure in a way that can improve a student's reaction to stress. It thickens the cerebral cortex, which is responsible for perception and reasoning, and increases blood flow in the brain. Not only does mindfulness training reduce stress levels, it can also help alleviate anxiety or depression.

When teaching mindfulness we give children the tools they need to

build confidence, cope with stress and challenging moments. It can help shape three critical skills of paying attention, remembering information and shifting between tasks.

Benefits of Mindfulness for children:

Studies show that the benefits of mindfulness for kids may include:

1. Increased focus, attention, self-control, classroom participation, compassion.
2. Improved academic performance, ability to resolve conflict, overall well-being.
3. Decreased levels of stress, depression, anxiety, disruptive behavior.

There are many mindful activities available online via Google.



DIARY OF A LOCKDOWN KID

SWATHI UDIPI, INDIA

Dec 10th 2019

My name is Adi. I am a 9-year-old boy. My parents say I have moderate learning difficulties. I don't know what that means. I find it difficult to read and write.

Dec 12th 2019

Today in school, b d p q looked very similar but they sounded very different. When I reverse the letters b d p q, I get confused.

Dec 14th 2019

In school my teacher said that + and x are different, I am confused! My teacher said x is repeated + then why do we need both? I am so confused...

Dec 15th 2019

I love to watch cartoons and T.V I find it very colourful, interesting and fun. I am happy with my routine. My school is not far, and I like going there. It's a small school and all the teachers understand me. Some of them understand that I don't understand b d p q...also + x...they try to help.

I am happy. I have two very good friends.

Dec 20th 2019

Today in school we had drama, dance and games classes. I really liked them. It's December and the end of the year. Mummy said when school closes we will be going on holiday.

Jan 1st 2020

We thoroughly enjoyed our holiday, we went to the sea. We were hearing about some very bad virus. What is virus? Is it a bad thing? I was not worried about it. I was enjoying nature, the place and food.

Jan 2nd 2020

We came back from a wonderful trip. The news of the virus had still not reduced. My parents kept talking about it. Everywhere people were talking about it. The virus was spreading rapidly. I was enjoying my school with friends and going everywhere.



I was playing, talking to people, not worried about anything. Mummy says the virus is already in India.

March 15th 2020

I did not write for the last month. Mummy says the virus is spreading at a faster rate. We were told to be careful but didn't know for what reason. Then one day they said the schools are closed. We were all very happy and jumping with joy. No school and lots of playing is what we thought but the reality was different. I wasn't allowed to go out much. Even if I did go out I had to wash my hands and legs after coming back. I would forget that. Mummy had to remind me constantly. They put up signs to help me remember. Then the government shut down everything completely which they called it Lockdown. I felt it was like a lockdown of my mind, my brain.

May 5th 2020

Everything is shut. I am not allowed to go out to play or meet anyone. We are all supposed to be at home. I cannot meet my friends or anyone. I am missing everyone. I feel lonely; I am missing that social interaction with everyone.

I would get cranky and see if anyone would talk to me or play but no one.

May 10th 2020

I would start crying for small things. T.V and tab are my best friends and I am spending a lot of time with them. My father is at home most of the time and I am very happy but he was working from home. He would get busy and I would go look at his meetings and see his colleagues's names. I felt they were like my friends but that was not true.

May 15th 2020

Today I spoke to my mother's colleagues. I would talk to them but not always I could do that. I had to go and play all by myself. It is getting tough for me. There is no routine. My parents would take me cycling or walk in the evening but that is not enough for me.

May 16th 2020

Mummy and daddy are doing their best to give me time but I have to understand that they also have work. I am confused, what to do...



July 10th 2020

I was not able to write for many days. Slowly, my classes have started, they happen on my computer, not like in school classes which were one more new thing for me to learn. My friends ask questions in the middle and I wouldn't understand anything. It is confusing.

July 12th 2020

In today's class, I was lost in all the noise and distractions. Mummy sat in class to help me out. Every day I get a new link and a password for the link one more confusion to the ones already existing. During tests, I would get disturbed by the sounds around me. I couldn't write faster and complete the paper but I would not give up and tried my best.

July 15th 2020

It is difficult to complete my notes in class but I am trying. All my friends can write fast but I can't my hand starts paining. Before I would go to a place where they would make me do exercise for my hands, legs and posture but because of the virus, I can't go there also. In that big confusion even I try to make my presence felt to the teacher by answering the questions or reading or just being there in class. I hope that slowly we back to normal but I still miss my school, friends, my routine. I am slowly adjusting to the new normal where everything is new but not normal.

.....To be continued.





FUN CHAT WITH OUR LINGUAPHILE KIDS

3 compliments you would give yourself

Handsome,
joyful, cool

Funny, beautiful
and smart

Smart,
intelligent and
always happy

Pretty, an
amazing
performer and
nice

If you were an animal, which one would you be?

Monkey

Lion

Horse

Tiger



What is something that always makes you laugh?

Talking to my
Friends

Silly jokes by
my mom

Comedy
shows on T.V

When my
brother tell
jokes

What is your favorite part about classes?

Collecting data

Maths

Because I like
to work a lot

The speaking



If you were a superhero, what would your superpower be?

The ability to control the element (air, water, fire, earth)

I would fly like a bird

Using a web and jumping buildings.

The power of healing

3 favorite places to visit

Los Angeles,
San Diego,
Hawaii

America, India,
Europe

Singapore,
Hyderabad,
Jaipur

LA, Paris,
London



What is your dream job?

A software
engineer

Police officer
in London

Doctor

Singer

If you woke up as your teacher, what would you do?

Ask the
headmaster to
give me my salary

Scold the kids

I will help other
kids to solve
questions.

Would make my
children tell me
what they wanted
to do



INTERN FEEDBACK

I joined as an intern in March this year and the first month here has been a great experience. I must say that getting to meet the adorable kids of Linguaphile and being able to facilitate their studies and projects has given me a great boost of confidence! The team has been very warm and welcoming, and I would like to give special thanks to Swathi, Aastha and Papiya for guiding me throughout and Esha for introducing me to this wonderful organization. Looking forward to more learning and new experiences!

-Medha Dey, India

As a psychology major, being restricted to classrooms and only lessons, my internship at Linguaphile has been incredible so far. Speaking with specialist teachers, teaching children, being a part of their creative team and putting up videos speaking of all sorts of disorders and how we learn. I've had the pleasure of being a part of a range of things. And owed to this, I feel closer to what I have committed to academically and everything makes a lot more sense and feels incredibly relevant now that I am actively working with Linguaphile on ideas such as customised education for children. I look forward to the same and a lot more, being elucidated and edified on special education needs and of course the weekly team meetings we have where we come together and catch up and most importantly be innate and intrigued by just learning new things each time.

-Sahaab Shafique, Pakistan



Being a business student with a psychology minor, this internship has been the perfect way for me to get firsthand experience in the world of psychology and how the brain works. I have been able to understand the psychology of the children much more through the material, informative sessions, and experience provided to us. I have been working with several members of the team including Papiya, Aastha, Swathi, Sahaab, Medha, and more to enrich my learning. As this internship is so versatile, I have always been given the freedom to choose what I want to work on. This is not the type of internship where I am just told to do the little things, instead I can truly take on big projects that help expand my knowledge of psychology. I am really thankful to my interns and mentors to guide me throughout and help me figure out what I would like to do and how I can contribute. I hope to enrich my experience even more by taking on different projects, learning more about psychology, and learning more from my mentors.

-Eshita Shah, Thailand

It has been 6 months since I joined the Linguaphile team as a Research Intern. I come from a Neuroscience background with special interest in Behavioural and Cognitive Neuroscience. I still remember the nervousness I felt in my first team meeting. But, that was it. Every day after that has been a roller coaster ride that only goes up! With Linguaphile, it has been a learning experience. I have got the opportunity to not only expand my knowledge in the field I come from but also in other fields. I would like to thank Saurav and Papiya for allowing me to explore and try my hands at new things. Special thanks for a very good friend and colleague, Swathi, who has always supported and encouraged me to do better.

-Aastha Somani, India



**“EVERY CHILD IS GIFTED. THEY JUST UNWRAP
THEIR PACKAGES AT DIFFERENT TIMES”**



**For further information and appointments please contact:
info@linguaphile.co.uk**