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### Appendices

#### Appendix 1 – All questionnaires used

##### Pilot Study Questionnaire

##### Close-ended questions

Sl. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The classes were interesting than the usual classes.						
2	The learning objectives both for content and language were clear.						
3	The materials and activities were helpful and interesting.						
4	I learnt better about my topic and English language.						
5	The classes helped boost my confidence.						

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6	The classes helped me understand the topic better.						
7	The classes helped in improving my pronunciation and vocabulary.						
8	Classes were motivating.						

**Open-ended questions**

1. How useful were the CLIL lessons?
2. How did the CLIL materials affect your language skills?

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**Need Analysis Questionnaire****Close ended questions**

<b>Sl. No</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
1	My writing skill in English is good.						
2	My speaking skill in English is good.						
3	My listening skill in English is good.						
4	My reading skill in English is good.						
5	I want to improve my English speaking skill.						
6	I mostly use my regional language to communicate.						
7	I am happy with my course and what I am learning.						
8	My classes are going good and I am learning new things.						

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9	My teachers always communicate with us in English.						
10	I always understand the English words the teacher uses in class.						
11	All the concepts taught in class are clear when explained.						
12	The only time I use English is in the classroom.						
13	It is easy to connect the English taught in our language class with our other classes.						
14	I feel confident to use English after my classes.						
15	The language rules taught in class is easy to remember and use outside the class.						
16	Activities in						

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	classes are limited.						
17	We are encouraged to speak in English in our classes.						
18	I watch English movies with subtitles.						
19	I listen to English songs and other entertaining art forms.						
20	I read English books, newspapers, and magazines.						
21	I like the idea of learning English and other subjects together.						
22	I would like to use English language more confidently in future.						

**Open ended questions**

1. How would you rate your language skills? (1 – Very Poor, 2 – Poor, 3 – Average, 4 – Good, 5 – Very Good)
2. How useful have the language classes been over the years in your language development?
3. Why did you choose this course?
4. What are your job expectations?
5. Do you think you can relate your content to English language?
6. Do you wish to improve your language only for securing a job or for your personal growth?
7. Do you think language is helpful in personal growth?
8. What are the problems you have with English language?

**Post Intervention Questionnaire****Close ended questions**

<b>Sl. No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
1.	The classes were interesting than the usual classes.						
2.	The learning objectives both for content and language were clear in each class.						
3.	The materials and activities were helpful and interesting.						
4.	I learnt better about my topic and English language.						
5.	The classes helped boost my confidence.						
6.	The classes helped me understand the topic better.						
7.	The classes helped in improving my pronunciation and vocabulary.						
8.	The classes helped						

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	me think more.						
9.	The activities helped me in collaborative learning.						
10.	Classes were motivating.						
11.	The classes helped me in my skills.						
12.	I see the benefit of integrated learning.						
13.	I feel prepared for future lessons and work opportunities.						

**Open ended questions**

1. How useful were the CLIL lessons?
2. How did the CLIL materials affect your language skills?
3. How have the activities helped in language and content learning?
4. How useful were the materials in content learning?
5. How useful were the materials in language learning?
6. Do you feel CLIL will help you in your future learning? If yes, how?
7. What changes would you like to recommend for the materials and activities used in the programme?

## Appendix 2- Tests conducted

### Pre – test Sample Questions

#### First Section

**1. Identify the synonym of the word ‘management’ from the options. Tick your option.**

- a. Office.
- b. Practice
- c. Authority
- d. Conduct
- e. Action

**2. Which sentence is correct? Tick your option.**

- a. Office management is the process of planning organizing leading directing and controlling of official activities.
- b. Office management is the process of- planning; organizing; leading; directing and controlling.
- c. Office management is the process of planning, organizing, leading, directing, and controlling of official activities.

**3. Complete the paragraph.**

Office management helps to maintain \_\_\_ close relationship between \_\_\_ different departments and people. It regularly supplies orders, commands, \_\_\_ instructions to different people. It performs various functions like planning, organizing, controlling, staffing, supervising, motivating, \_\_\_ effective leadership. Therefore, office management brings smoothness \_\_\_ work.

**Second Section**

**Situation 1** – You are managing the front office and a guest comes up and wants to know the local sightseeing facilities available in the area and how the hotel could make the necessary arrangement.

**Situation 2** – A patron in the store has asked for a size L of a particular piece of clothing. On checking you notice that the size asked by the patron is not available at the store at present. How would you share the news with the patron and what solution would you provide?

**Situation 3** – A given customer would like to change their seat and would like to move to the front seats. The passenger is willing to pay but the flight is booked and is impossible to carry out the request of the passenger. What would you do?

**Post- test Sample Questions****First Section**

1. How would you define an office space?
2. What is the primary role of a secretary?

**Second Section**

Share a few lines about yourself

Or

Introduce yourself in a few lines

### Appendix 3- Speaking Assessment Rubric

Criteria	Excellent - 5	Good- 4	Satisfactory- 3	Almost satisfactory- 2
Students could use language confidently.	Expresses ideas, opinions, feelings clearly and in an engaging manner. + fluency	Expresses ideas, opinions, feelings clearly but needs work in fluency.	Expresses ideas, opinions, feelings with partial clarity.	Expresses ideas, opinions, feelings with limited clarity.
Students could use and understand content terms.	Listens attentively to ideas and opinions, understands it and uses it confidently while speaking.	Listens attentively to ideas and opinions but hesitates a little while using the content words.	Listens to some of the ideas and opinions but falls short while using them while speaking.	Demonstrates limited ability to listen to ideas and opinions, related to content. And finds it really difficult to use content words while speaking.
Active listening and interaction were seen.	Listens attentively and interacts wilfully.	Listens attentively but not very comfortable interacting.	Tries to listen but puts least efforts to interact.	Demonstrates limited ability to Listen or interact.
Students could identify the information	Identifies, understands and insightful	Identifies and understands but not still needs	Basic identification and	Pays attention but finds it difficult to

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shared or question asked.	questions.	slight clarity.	understanding.	identify and understand
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**Appendix 4- Classroom Observation Checklist****Date:****No. of students:****Lesson observed by:**

<b>The CLIL teacher aims to:</b>	<b>Indicators:</b>	<b>+</b> <b>observed</b>	<b>Comments</b>
		<b>-not</b> <b>observed</b>	
		<b>0 not</b> <b>available</b>	
1. Specifies the content and language outcomes	Outcomes are displayed clearly.		
2. Uses suitable materials.	The stated elements are presented.		
3. Presents a well-balanced lesson.	Each element is present- warm up, teaching/ learning, analysis and reflection.		
4. Creates a holistic learning environment.	The classroom makes the student stress free and motivated.		
5. Provides the learners with rich language and subject content.	Linkage between language and content is done in every step.		
6. Provides scaffolding.	Helps learners when needed without overpowering them.		
7. Organizes a learning promoting classroom.	Students are at the centre.		
8. Uses simple language and maintains a constant pace.	Easy language is used. Volume and pace is constant.		
9. Allows "student-talk".	Students are given the freedom to initiate.		

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10. Uses correct body language to convey the meaning shared.	Facial and hand gestures that help with the lesson.		
11. Models accurate use of language.	Use of correct syntax and grammar.		
12. Use of questioning technique that encourages thinking and discussion.	Active participation in discussions. Creative thinking is encouraged.		
13. Breaks complex information into simple parts.	Breaks complex topics into sub-parts.		
14. Makes frequent use of comprehension checks to help learners with their understanding.	Students are clear of what they have learnt and are ready with words to articulate the same.		
15. Provides equal opportunity to all students.	The teacher uses techniques to include all.		
16. Teacher takes into account different learning strategies.	Teacher uses cooperative learning strategies and mixed teaching methods.		
17. Takes into account students' wishes, interests and opinions.	Students are active participants.		
18. Encourages students to share their prior knowledge about a topic.	Use of prior knowledge is encouraged.		
19. Teacher is articulate and clear.	Uses right pitch, tone and volume in class.		
20. Uses effective feedback techniques.	Uses follow-up techniques to elicit, clarify, repeat and correct.		

### Appendix 5 – Sample Lesson Plan and Activities

#### Sample Lesson Plan:

**Content:** Introduction to the A-Z of Airline Terms and Their Use.

**Teaching Aims:** To enable learners to understand the different words used and their meanings; to develop learners' abilities to use words in sentences and understand technical jargons, to make learners' confident about speaking in situations and listening for information.

#### Learning Outcomes:

**Know:** The initial technical words and their meanings

**To be able to:** Use the words in sentences and understand the instructions given using the same words

**Be aware:** That some words may have multiple meanings

#### Communication:

The words were made relatable by using the mother tongue or real life examples to help the learners' guess the meaning of the words in a more comprehensible manner.

#### New Words:

Alpha, Baggage, Conveyor Belt, Fuselage, Gauge, Lavatory, Staff

#### Structures:

(I think) it is .....

(I think) the word means ...

#### Grammar:

Sentence formation

#### Cognition:

Describing words

**Citizenship:**

Be aware of how to use the words politely to convey important information.

**Procedure:**

- Introduction and brainstorming over the topic and the learning outcomes.
- An introduction to the day's technical jargon was followed by an activity in which learners were asked to create a mental image of the phrase and represent it in their first language, or L1.
- The word was then linked to its meaning and applied in a specific situation (aviation for this lesson).
- After the dots of meaning were joined, the course went on to grammar, where the student was instructed to use the word in the target language (English) while keeping the context (aviation) in mind. The learner's culture played an important part in illustrating the meaning of words in a full image by allowing the term, its meaning, and cultural knowledge to function together.
- Reflection and Follow-up

**Sample Activities:****Real – life situations:**

During this activity, Students were instructed to listen to a real-life conversation. The talk revolved around their respective fields of work: aviation, hospitality or retail. The students were required to take notes on the keywords used by the speakers that provided hints about the conversation. Before the activity was shared with the students, they were asked to consider the circumstances they would encounter at work that would require them to speak with their guests.

**Cloze activity:**

In this task, students were required to fill in the blanks with words and phrases appropriate for the scenario and communication style. The hearing text was content-driven in its respective sections, with rare gaps that could be both content-driven and grammar-driven. The pre-thinking task requires the students to consider the topic as well as any grammar rules that may apply. For example, if X discussed a flight reschedule for the next day, would he use the present or future tense? What would X say to persuade the visitor to reconsider the booking?

**Question Time:**

In this activity, the student is at the centre and takes on the role of the principal character in a specific setting. The other students take turns questioning the character in the centre. In this task, the character must think critically, respond clearly and precisely, and be fluent with clarity of mind. The other learners who are inquiring have the opportunity to improve their questioning abilities, content topics, and language use.