

**RESPONSES TOWARDS CONTENT AND LANGUAGE INTEGRATED
LEARNING (CLIL) IN VOCATIONAL AND SKILL EDUCATION
FOCUSING ON THE STATE OF ASSAM**

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Chapter 5

Conclusion, Implications, and Suggestions

5.1 Introduction

The previous chapter shared the results, findings, and opinions during all the research stages. This chapter presents the conclusion of the research study by highlighting the implications of the research, its limitations, and the scope of further research in the area.

5.2 Findings of the Study

The research involved two data collection methods from the participants; the first was the questionnaire, and the second was the semi-structured interviews. Based on the findings of the two methods and findings from the pre-test and post-test, this section highlights the common findings.

- The participants appreciated the CLIL method and its application.
- The intervention was considered extremely helpful.
- The integrated materials prepared with a balance between the content and language areas were considered impactful.
- There was considerable improvement in the confidence level of the participants after the intervention.
- A rise in motivation was observed among the participants after the intervention.
- Improvement in speaking was seen among the majority of the participants.
- There was a steep growth in the awareness about the content area and its presentation through language.
- Collaborative learning was fostered. Active listening and interaction were observed.
- Development of cognitive learning was observed.
- Growth in language aptitude and usage was noticed.
- Improvement in vocabulary development and use of technical jargon among the participants.
- Improvement in grammar while speaking after the intervention.
- Improvement in pronunciation of words, especially words related to their content area.

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- Growth in the use and understanding of content terms.
- Participants were keen to learn using the CLIL method and wanted it for future classes.
- Participants appreciated the integration of the content and language areas. They could understand how such classes would help them with their course and future job environment.

5.3 Answering the Research Questions

The following are the three research questions of the study, as mentioned in Chapter 1:

1. What were the responses of the learners towards the CLIL approach?
2. Does an integrated content and language approach help in building learners' confidence?
3. What were the responses of the trainers towards the CLIL approach?

1. What were the responses of the learners towards the CLIL approach?

The responses of the learners towards the CLIL approach were positive. Table 4.3 in chapter 4, presents the overview of the responses to the post-intervention questionnaire. And it can be seen from the table that all the responses have been in agreement or at least neutral to the questions framed positively with respect to the CLIL approach. As adult learners, the participants were well aware of the course they had enrolled in and what outcome they expected from the course. The participants appreciated the integrated method used in the CLIL approach to teach content and language in a balanced manner.

The learners' replies aligned with Coyle et al.'s perspective that CLIL is effective for both reactive and proactive solutions to challenges and issues. Coyle et al., (2010) mentioned CLIL can help provide a practical solution to overcome linguistic deficiencies and promote equal opportunities for education for all school-aged pupils, including those with special needs.

Marsh (2009) mentioned how the CLIL approach also provides benefits such as allowing learners to access subject-specific vehicular language terms or preparing them for future studies and/or employment. There is also the issue of enhancing a learner's cognitive growth. The ability to think in multiple languages, even a limited amount, can improve subject learning.

The 4Cs of the CLIL approach was highlighted in the materials and the intervention, as mentioned by the learners. Cognition was ensured through all the activities in which the learners had to use their thinking and understanding. Content was the centre of the intervention and the materials, as the learners were motivated to use the CLIL approach to better their content knowledge, using the English language as the device and improving both their content and language skills. Culture was respected and helped enable the learners with new content and language terms. The learners appreciated how their culture could help them understand new jargon and concepts that would be easy to remember and use. Communication was focused upon during the intervention as Speaking was the most crucial skill for the learners' content area. The learners mentioned their growth in confidence with regard to communicating.

2. Does an integrated content and language approach help in building learners' confidence?

The intervention, materials, and activities had positively impacted the learners' confidence. The confidence graph of the learners saw an upward incline after the intervention, as noticed by the learners, trainers and the researcher. The change in confidence among the students from their pre-intervention to their post-intervention tests was quite remarkable.

The findings from the pre-test shared in chapter 4 did reflect the low confidence levels among the learners which was in stark contrast to Table 4.3 which reflects the improved confidence of the learners through their responses in the post-intervention questionnaire. The findings of the post-test and the responses of the learners in the semi-structured interviews mentioned in chapter 4 further validate the positive impact of the CLIL approach towards the confidence of the learners.

Collaborative CLIL activities, communication-driven classes and unhindered opportunities to speak encouraged the learners to shed their inhibitions, work towards improving their confidence, learn about their content area and develop their language ability in a stress-free setting. The learners also mentioned how their confidence growth helped them be aware of their individual abilities and take responsibility for their own learning.

3. What were the responses of the trainers towards the CLIL approach?

The trainers were optimistic about the approach. They commented that CLIL would benefit students' content and language development. In the questionnaires and discussions, the trainers mentioned how they favoured such an approach as they did feel there was a

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gap between the content subject and language education. They mentioned how vocational education looks at employability and how such an approach would benefit the students in their job sectors if used in the classroom. The respondents also mentioned how language played an essential role in developing students who opt for the course, as the job sector (service industry) is communication-driven. Speaking and listening are critical skills that learners need in their content area; hence, language ability is of primary importance.

The trainers also agreed that integration in a CLIL classroom works on the content and language understanding shared with a learner. A CLIL teacher's role would be to absorb these understandings and work towards integrating the content and language lessons to help the learners receive the integrated input.

5.4 Suggestions

This section provides suggestions to the teachers and administration, who can help the learners in their vocational and skill education using the CLIL approach.

5.4.1 *Suggestions to the Teachers*

The following are the suggestions:

- The teacher should guide input and support output.
- The teacher should scaffold language and content learning.
- The teacher should vary the forms of interaction in the classroom.
- The teacher should make the role of language (in cognition) more salient.
- CLIL materials should be devised considering the learners' language proficiency.
- The teacher should never assume that the student understands but should always double-check with the help of questions and activities.
- Content should be made relevant to the learners. The use of culture to make things easier to understand should be practised to help learners with new content.
- Communication and collaboration should be a significant part of the teaching process. Learners should have the opportunity to think, understand, respond and ideate about a situation or content topic.

5.4.2 *Suggestions for the Administration*

The administration can:

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- Work towards introducing the CLIL approach as the teaching approach for vocational and skill development centres.
- Arrange training for the trainers to understand and equip themselves with the CLIL approach.
- Allow more intervention classes to help learners understand the CLIL approach.
- Recruit CLIL material developers to help create adequate CLIL materials.
- Encourage trainers to join CLIL support groups to get help when required while using the approach.

5.5 Implications of the Study

The following are the implications of the study:

- The positive response towards the present study and the other CLIL studies can help learners build their confidence using the approach.
- The Vocational and skill centres can use the CLIL approach to teach the learners and help them with their content and language needs.
- English language professionals with solid content knowledge in any vocational and skill development area could work as CLIL trainers and material developers to integrate the two areas.
- With the increase in confidence and ability of the learners using the CLIL approach, the job sector may open more avenues and increase the number of jobs available.
- B.Ed. courses and other teaching courses may introduce CLIL as the teaching approach to help aspiring teachers build their ability in the content and language area.
- The divide between trainers and teachers based on their subject would be bridged, and a more holistic approach would be accepted.
- The National Education Policy of 2020 talks about an integrated approach towards all subjects in the Indian Educational system, which can be achieved with the help of the CLIL approach.

5.6 Limitations of the Study

The following are the limitations of the study:

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- The study was conducted in vocational and skill centres where technology to capture the sessions was not allowed due to institutional refrainment. Hence, audio-visual recordings of the sessions are not available.
- The present study is focused on the learners' and trainers' responses to the CLIL approach and does not dwell on its testing.
- The research was restricted to Guwahati's vocational and skill centres and did not expand into other places.
- Limitation of time was an issue as the vocational and skill programmes chosen were for short durations.

5.7 Scope for further research

The present study had limitations and restrictions; hence, further research in CLIL would help strengthen the CLIL approach in India. A few suggestions on the areas in which research can be conducted are:

- Testing of the feasibility and efficiency of the CLIL approach with adult learners.
- Soft CLIL and Hard CLIL.
- The development of language skills using the CLIL approach.
- CLIL study with students in the middle and secondary school stages.
- There are similarities and differences between the CLIL and CBI (Content-based instruction) approaches.
- Problems and limitations one may face in India while following the methods used to conduct the CLIL approach in other countries.
- Teachers' training on preparing materials and conducting classes using the CLIL approach.

5.8 Conclusion

The final chapter presented the study's findings and answered the research questions in detail. It further discussed the suggestions for the teachers and administrators, the major stakeholders in the education system. The study's limitations were duly acknowledged, concluding with the scope for further research in the area that would benefit the teaching community.