

### **Abstract**

The thesis tries to present the perspectives of students and trainers from the vocational and skill development sectors on the Content and Language Integrated Learning (CLIL) approach. CLIL is a dual-focused educational strategy in which an additional language is used to acquire and teach both topic and language. This strategy welcomes learners from all social backgrounds and creates a learning experience that addresses both literacy and cognitive skills appropriately. This strategy considers all education stakeholders, including students, instructors, parents, material developers, and educational administrators, to provide an impactful learning approach. The study illustrates students' perspectives after they attended CLIL-based classes, used materials made using CLIL principles, and actively participated in activities promoting the CLIL approach's significant features. The study included the perspectives of content and language trainers, who are the official educators of the student participants. They served as observers, sharing independent views about the CLIL approach and its applicability in vocational and skill sector classes.

CLIL promotes intercultural knowledge and understanding, which aligns with the 4Cs Framework proposed by Mehitso (2012), which focuses on culture while analysing the criteria for developing 'excellent CLIL materials'. According to Tanner & Dale (2012) sociocultural learning theories, language, thinking, and culture are all taught through social contact and are inextricably linked. These principles emphasise the need to know a subject's language and its unique culture. As a result, CLIL teachers educate students on subject-specific material and how to think, write, and communicate like subject specialists.

Under the National Education Policy of 2020, the Indian government aims to eliminate the prejudices associated with vocational and skill education by gradually integrating

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vocational education programmes into mainstream education at all levels and institutions. The government also intends to provide vocational training to roughly half of all students in 2025 through the school and higher education systems. The focus areas for integrating vocational education into schools and higher education institutions will be determined by a review of skill gaps and the availability of local possibilities. Thus, finding an appropriate approach to aiding students in the vocational and skill sectors is critical.

The study seeks to question the current pattern of teaching and studying English as a topic by soliciting feedback from the primary stakeholders - students and teachers. Throughout the formative years, it has been noted that language abilities such as listening, speaking, reading, and writing receive little emphasis. Reading and writing skills have been evaluated over time while listening and speaking abilities have received less attention. Furthermore, topic subjects are taught in isolation without reference to English as a language tool, resulting in a divide between content and language learning. Higher employability, on the other hand, is driven by all four language skills as well as content-driven language use, which most learners find difficult.

This study investigates the following research questions:

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

The study aims to identify a broadly approved approach among learners and assess trainers' needs when selecting a strategy. It works to bridge the gap between subject and language acquisition while assisting trainers in integrating content and language education.

The study aims to raise awareness of the significance of language skills and introduce CLIL as a practical approach that boosts learners' confidence.

The objectives of the study are:

- Introduce the CLIL approach through the intervention study to showcase its utility in helping learners with content and language learning.
- Assess the learners' progress in confidence after the CLIL intervention.
- Analyse the learners' responses towards the CLIL intervention with the help of questionnaires and semi-structured interviews.
- Analyse the trainers' responses to the CLIL intervention using a classroom observation checklist, questionnaires, and interviews.

This study adopts a quasi-experimental research methodology in which the participants' experiences are not unilateral in nature, and there is no control group. The study also uses the pre-test and post-test models. The data for the study was gathered using a mixed-method methodology, which included collecting data that was qualitative as well as quantitative and integrating the results to answer the research objectives. The study has four main stages: a pilot study, a pre-intervention stage, an intervention stage, and a post-intervention stage.

Questionnaires, checklists and semi-structured interviews were the tools used during the research to achieve the study's objectives. Questionnaires were used in all key stages of the investigation, beginning with the pilot study and progressing to the pre-intervention and post-intervention stages. The checklist was very useful throughout the intervention stage

of the study. Furthermore, as per the questionnaires, semi-structured interviews were conducted following the pilot study, pre- and post-intervention stages.

Chapter 1 delves into the research's specifics and main elements. It discusses CLIL, its importance, and the breadth of vocational and skill development education in India.

Chapter 2 discusses the theoretical basis and global expansion of CLIL. It begins with a brief historical backdrop and then moves on to the theoretical techniques used in this study and their relationship to the CLIL methodology. The causes for the expansion of CLIL are briefly discussed, followed by how CLIL is seen around the world. Finally, it addresses the link between CLIL and CBI.

Chapter 3 gives an in-depth account of the study's design. It also offers thorough descriptions of each stage, as well as the processes that preceded it. To guarantee clarity, explanations are provided for each level.

Chapter 4 interprets and examines all of the study's data. It begins with the pilot study's findings and data analysis, then moves on to the trainers' discussion findings. The following step is the analysis and interpretation of the need analysis findings. These portions are followed by the analysis and interpretation of the post-intervention questionnaire, classroom observations, and post-test results, and it concludes with the semi-structured interviews.

Chapter 5 summarises the study's findings and thoroughly answers the research questions. It also includes recommendations for teachers and administrators, who are the primary stakeholders in the educational system. The study's shortcomings are acknowledged, and

the scope for further research in the area is identified, which could help the wider teaching community.

*Keywords:* CLIL, skill and vocational education, learners' responses, trainers' responses, confidence building