

Chapter 4

Data Analysis and Interpretation

4.1 Introduction

The previous chapter described the thesis' research technique. This chapter will explain in detail the four stages of the research: pilot study, pre-intervention, intervention, and post-intervention. The chapter will analyse and interpret the data collected in these four stages using research tools. The chapter will also discuss the qualitative and quantitative data collected during the research.

4.2 Pilot Study

The pilot study aimed to know the responses of the learners and trainers working for the first time using the CLIL approach. The pilot study also helped the researcher understand what steps the final research should incorporate. This step clarified the materials, the questionnaires, and the steps the final study would have to include.

4.2.1 Conducting the Pilot Study

The Pilot Study was conducted with 20 students from the Secretarial Practice course over five days (Monday to Friday). The study was conducted for two hours daily, with a total time of ten hours. A single trainer who was a language matter expert, observed the study.

4.2.2 Analysis and Interpretation of the Pilot Study Questionnaire

The Likert scale (1932) was consulted to prepare the questionnaire, which was analysed using Microsoft Excel. The learners were asked to respond to eight statements using options ranging from "Strongly Agree" to "Strongly Disagree". The scores were given as follows: Strongly Agree:1, Agree:2, Neutral:3, Disagree:4, and Strongly Disagree:5. An overall view of the responses is provided in **Table 4.1**.

Table 4.1

Overall views of the responses to the pilot study questionnaire.

Sl. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The classes were more interesting than the usual classes.	20	0	0	0	0	20
2	The learning objectives both for content and language were clear.	18	2	0	0	0	20
3	The materials and activities were helpful and interesting.	17	3	0	0	0	20
4	I learnt better about my topic and English language.	20	0	0	0	0	20
5	The classes	20	0	0	0	0	20

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	helped boost my confidence.						
6	The classes helped me understand the topic better.	19	1	0	0	0	20
7	The classes helped in improving my pronunciation and vocabulary.	20	0	0	0	0	20
8	Classes were motivating.	20	0	0	0	0	20

The sections in **Table 4.1**, highlights the responses of the learners towards each statement in the questionnaire with the help of individual tables and figures.

In the following eight tables, the frequency column displays the number of observations falling under an answer class. The percentage column shows the percentage of observations coming under a particular answer class out of all the available observations. The valid percentage column displays the observation percentage in that particular answer class. In this column, the missing observations are not included. It shows the percentage of the whole number of responses that are available and are not missing. The cumulative percentage column indicates the total percentage of participants.

The mean, which is the average value of the entire set, is also shared. The mean square is the mean of the squares of a set of numbers. Furthermore, standard deviation reveals information about the pattern of scores around the mean.

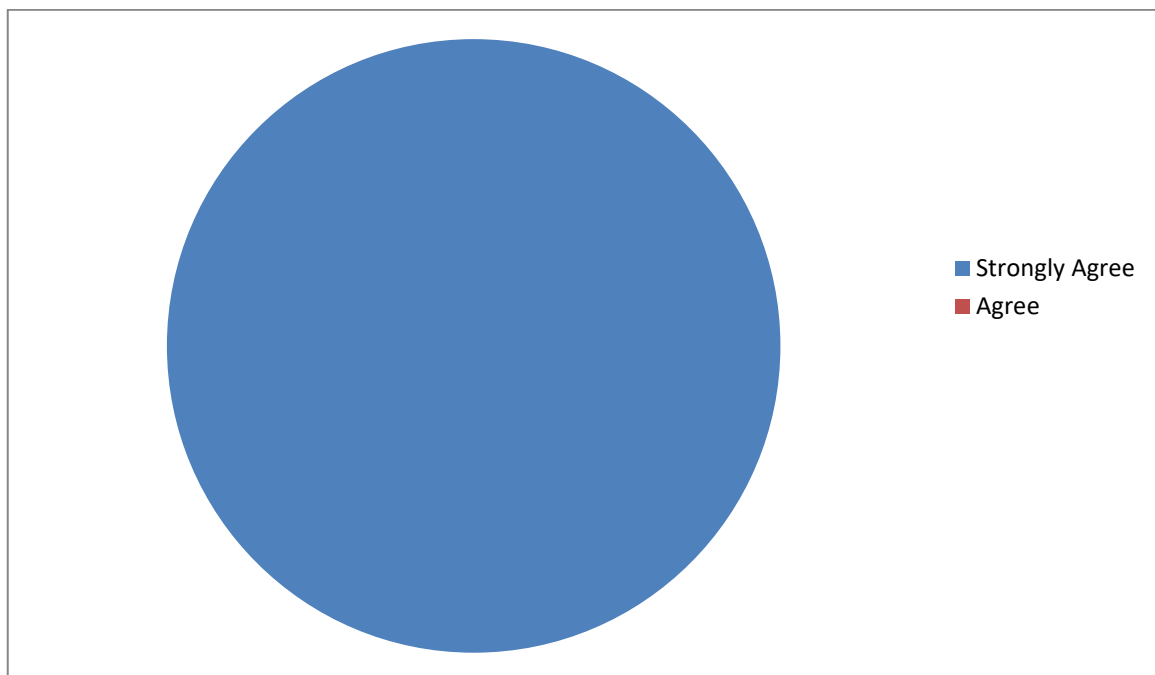
1. The classes were more interesting than the usual classes.

The classes were more interesting than the usual classes	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	100	100	100
Agree	0	0	0	
Total	20	100	100	

Figure 4.1 highlights the responses of the learners.

Figure 4.1

Opinion about the classes and if they were more interesting than the usual classes.



As seen in **Table 4.1**, and **Figure 4.1**, all 20 students strongly agreed that the classes were interesting than the usual classes. The Mean was 1, the Mean Square was 1 and the Standard Deviation was 0.

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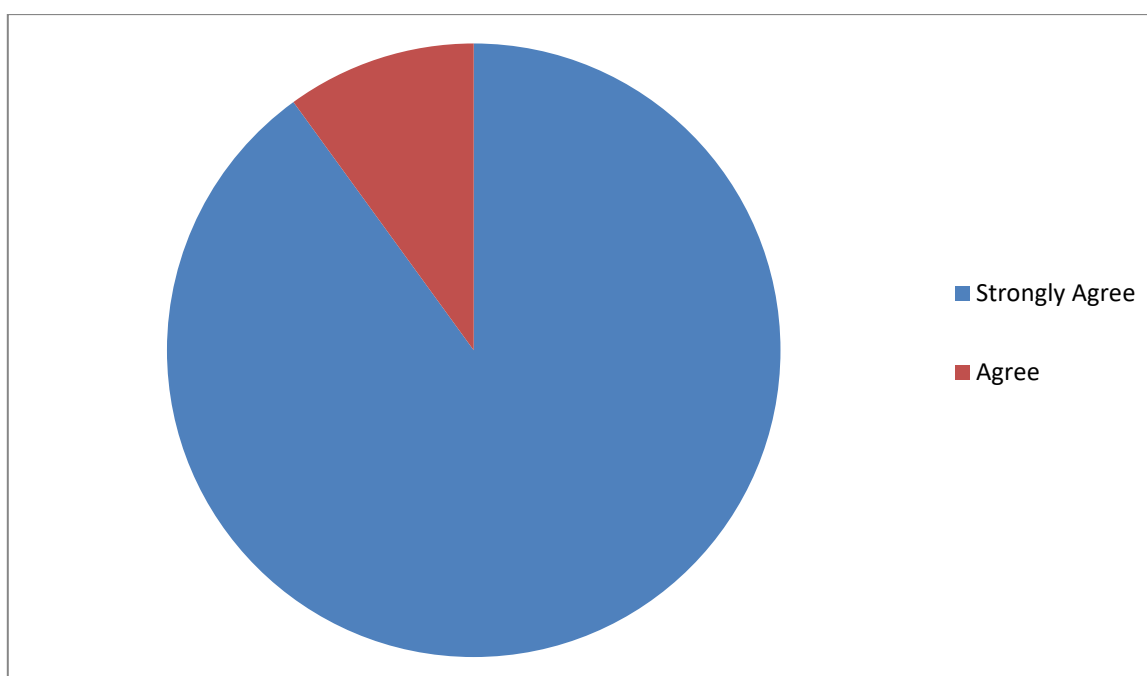
2. The learning objectives both for content and language were clear.

The learning objectives both for content and language were clear	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	90	90	90
Agree	2	10	10	100
Total	20	100	100	

Figure 4.2 highlights the responses of the learners.

Figure 4.2

Opinion about the clarity of the learning objectives both for content and language.



As seen in **Table 4.1**, and **Figure 4.2**, 18 students strongly agreed and 2 students agreed that the classes had clarity about the learning objectives both for content and language. The Mean was 1.1, the Mean Square was 1.3 and the Standard Deviation was 0.45.

3. The materials and activities were helpful and interesting.

The materials and activities were helpful and interesting	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	85	85	85

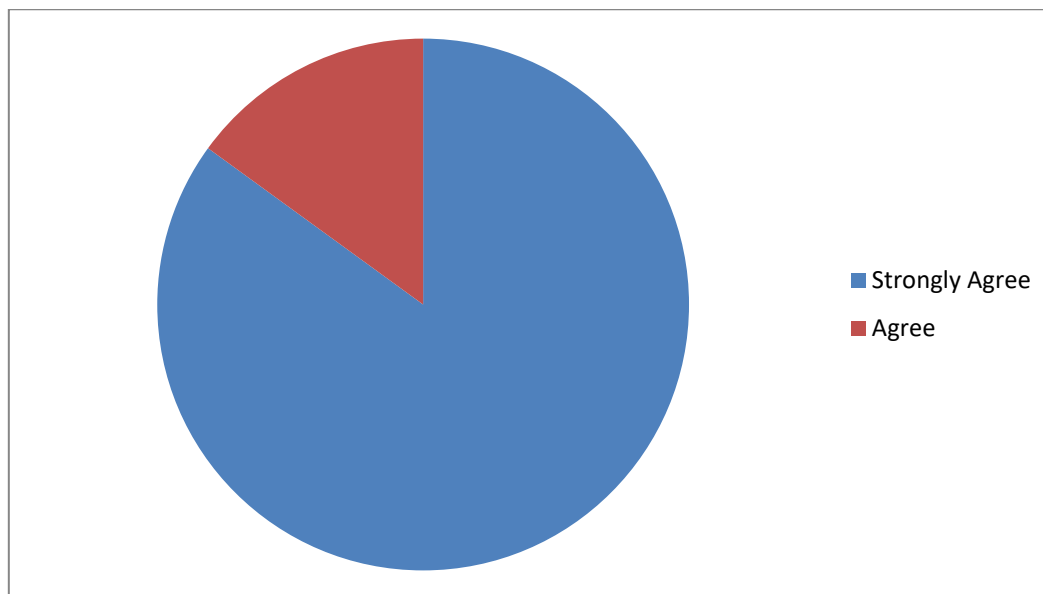
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Agree	3	15	15	100
Total	20	100	100	

Figure 4.3 highlights the responses of the learners.

Figure 4.3

Opinion about how helpful and interesting the materials and activities were.



As seen in **Table 4.1**, and **Figure 4.3**, 17 students strongly agreed and 3 students agreed that the materials and activities were helpful and interesting. The Mean was 1.15, the Mean Square was 1.45 and the Standard Deviation was 0.55.

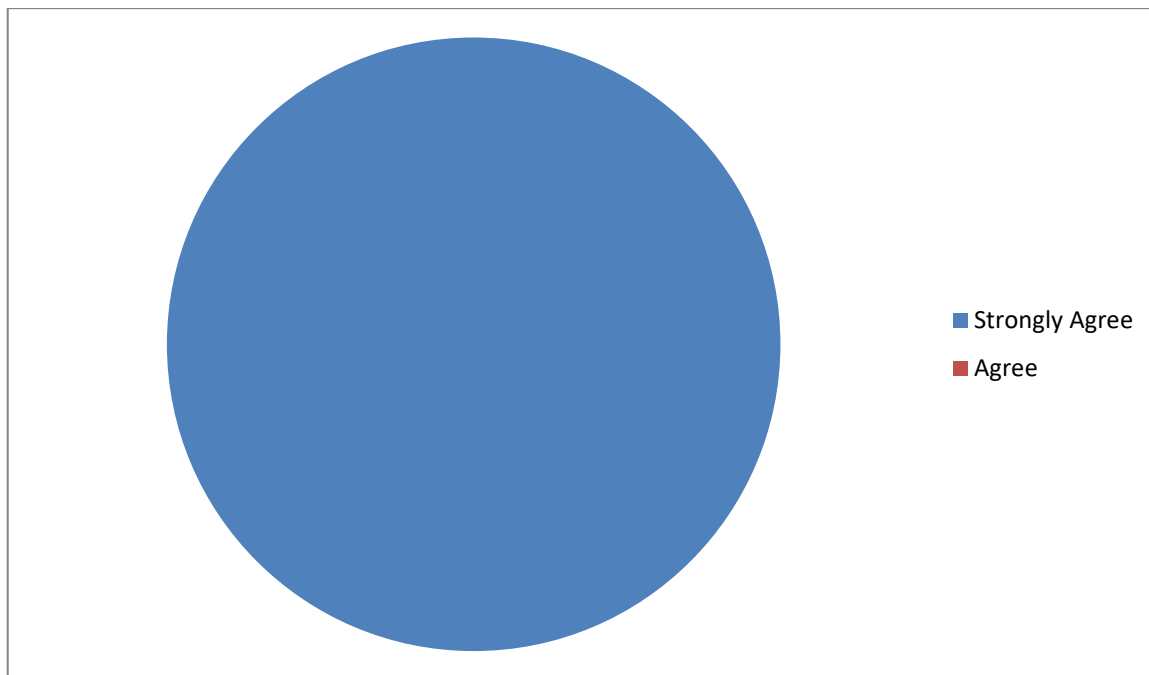
4. I learnt better about my topic and English language.

I learnt better about my topic and English language	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	100	100	100
Agree	0	0	0	
Total	20	100	100	

Figure 4.4 highlights the responses of the learners.

Figure 4.4

Opinion about how the classes helped them learn better about the topic and English language



As seen in **Table 4.1**, and **Figure 4.4**, all 20 students strongly agreed that the classes helped them learn better about the topic and English language. The Mean was 1, the Mean Square was 1 and the Standard Deviation was 0.

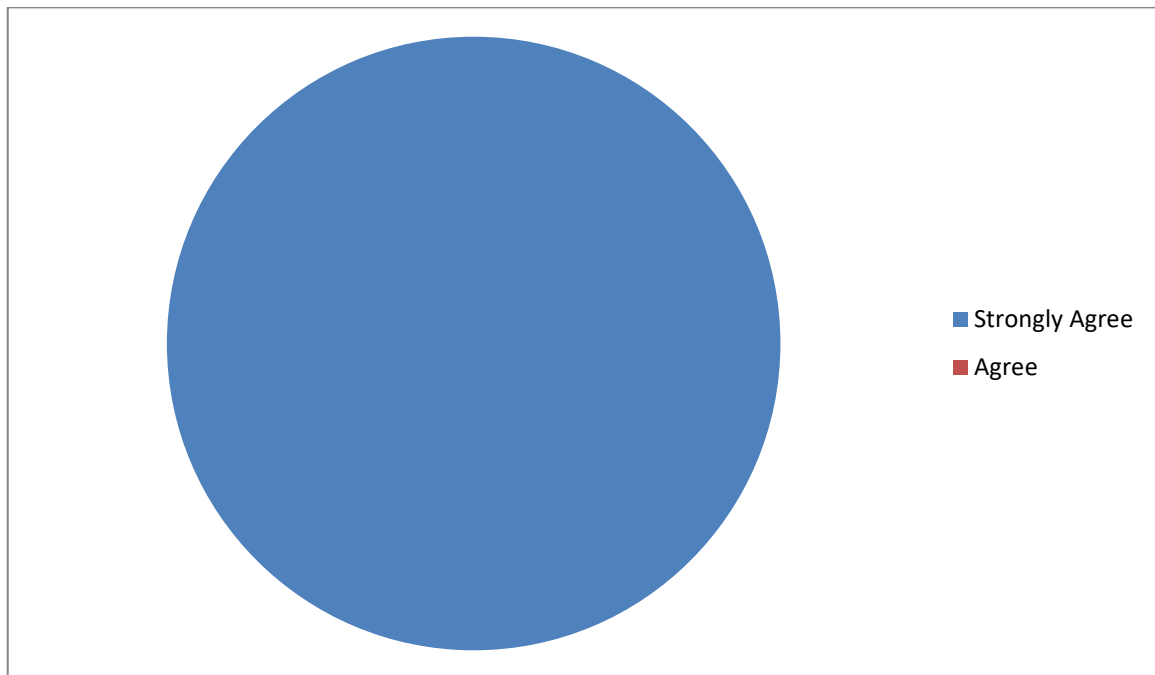
5. The classes helped boost my confidence.

The classes helped boost my confidence	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	100	100	100
Agree	0	0	0	
Total	20	100	100	

Figure 4.5 highlights the responses of the learners.

Figure 4.5

Opinion about how the classes helped boost confidence.



As seen in **Table 4.1**, and **Figure 4.5**, all 20 students strongly agreed that the classes helped boost confidence. The Mean was 1, the Mean Square was 1 and the Standard Deviation was 0.

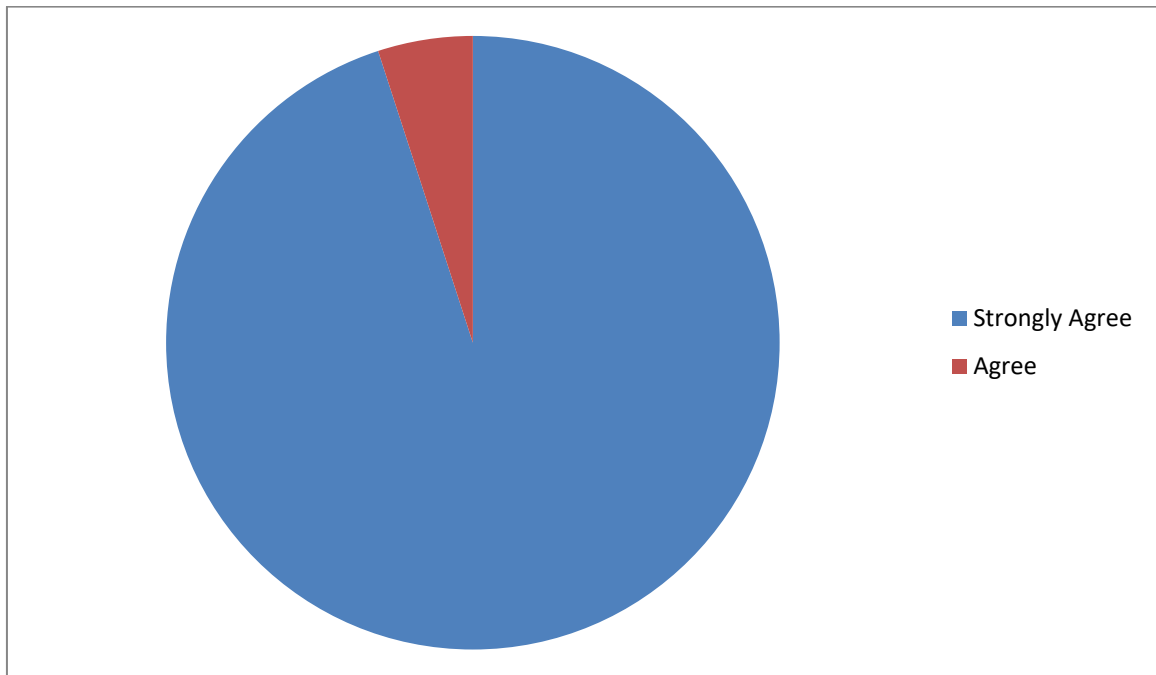
6. The classes helped me understand the topic better.

The classes helped me understand the topic better	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	95	95	95
Agree	1	5	5	100
Total	20	100	100	

Figure 4.6 highlights the responses of the learners.

Figure 4.6

Opinion about how the classes helped in understanding the topic better.



As seen in **Table 4.1**, and **Figure 4.6**, 19 students strongly agreed and 1 student agreed that the classes helped in understanding the topic better. The Mean was 1.05, the Mean Square was 1.15 and the Standard Deviation was 0.32.

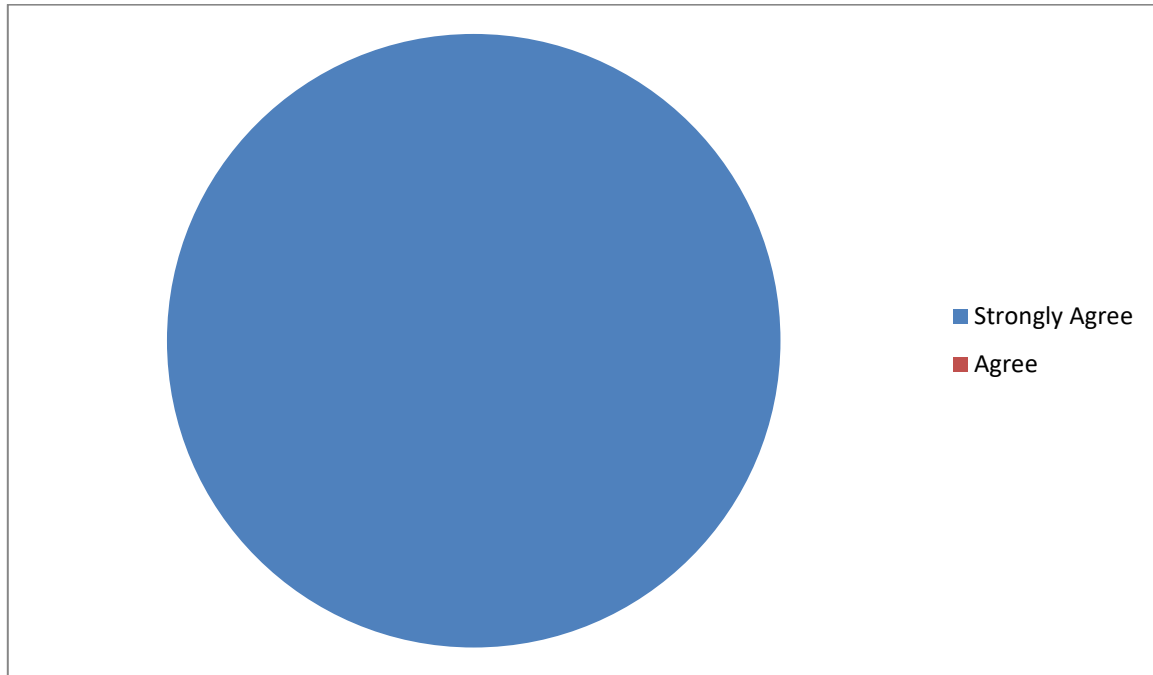
7. The classes helped in improving my pronunciation and vocabulary.

The classes helped in improving my pronunciation and vocabulary	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	100	100	100
Agree	0	0	0	
Total	20	100	100	

Figure 4.7 highlights the responses of the learners.

Figure 4.7

Opinion about how the classes helped improve pronunciation and vocabulary.



As seen in **Table 4.1**, and **Figure 4.7**, all 20 students strongly agreed that the classes helped improve pronunciation and vocabulary. The Mean was 1, the Mean Square was 1 and the Standard Deviation was 0.

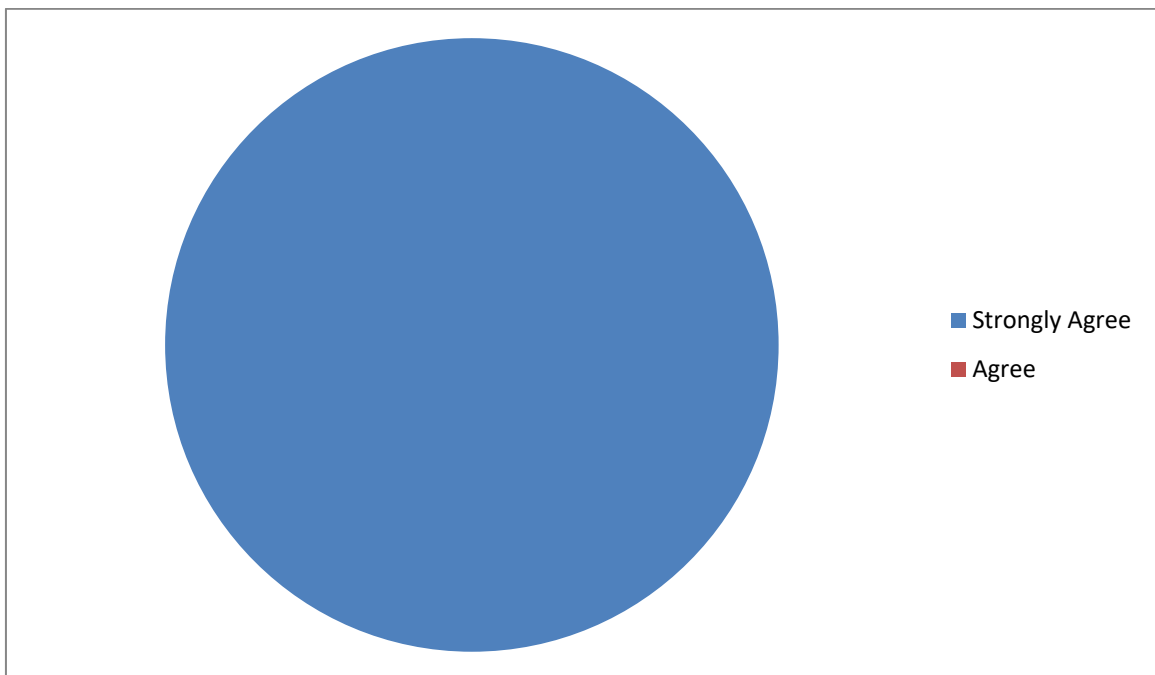
8. Classes were motivating.

Classes were motivating	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	100	100	100
Agree	0	0	0	
Total	20	100	100	

Figure 4.8 highlights the responses of the learners.

Figure 4.8

Opinion about how motivating the classes were.



As seen in **Table 4.1**, and **Figure 4.8**, all 20 students strongly agreed that the classes were motivating. The Mean was 1, the Mean Square was 1 and the Standard Deviation was 0.

For the two open-ended questions, a few of the answers received were:

1. How useful were the CLIL lessons?

Responses:

Student A: It is very useful. It has improved our personality and built our confidence level.

Student B: It helped me to have more confidence.

Student C: It is good we did this class. It was quite helpful.

Student D: I learnt grammar in more detail, speaking in English, and content.

Student E: CLIL helped me understand the topics very clearly.

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Student F: It is useful in teaching and learning.

Student G: CLIL lessons are most helpful for us to improve our knowledge of the English language and our subject.

Student H: It is useful as I learn about many things.

Student I: The CLIL lessons helped me improve my language and subject.

Student J: CLIL helped build our personality, language and subject knowledge.

2. How did the CLIL materials affect your language skills?

Responses:

Student A: It affected my language skills. It reduced my fear of English and increased my confidence in the language and subject.

Student B: It helped me well.

Student C: It developed my speaking skills more than before.

Student D: My confidence got a boost.

Student E: CLIL materials helped me understand the topic very well, and it helped develop my vocabulary and personality.

Student F: It helped in the utility of the topic, what was to learn and understand.

Student G: CLIL materials helped in personality development.

Student H: CLIL materials affect my language, improve my pronunciation and make me brave enough to speak.

Student I: It has affected my language skills. As I do not have a platform to talk in English, this class helped me speak in English and affected my language skills.

Student J: It helped me with collaborative learning and motivation.

4.2.3 Findings from the Pilot Study, based on the Questionnaire

The following are the findings from the Pilot Study:

- The learners appreciated the CLIL materials and found the CLIL approach interesting.
- The learning goals of each lesson were clear.
- Their confidence improved.
- The platform to develop and improve their speaking skill was appreciated.
- The CLIL materials motivated them to learn their content and English language in an integrated manner.
- They were optimistic about future CLIL courses and how the CLIL approach was helpful.

- They mentioned the limited time frame and requested that it be stretched further.

4.2.4 Pilot Study Classroom Observation

The course trainer conducted classroom observations. The classroom observation checklist was adapted from the checklist prepared by Mehisto et al. (2008).

4.2.5 Findings from the Classroom Observations

The following are the findings from the classroom observations:

- The outcomes of each topic were displayed clearly.
- Each element was present- warm-up, teaching/ learning, analysis and reflection.
- The students were stress-free and motivated.
- The linkage between language and content was done at every step.
- Scaffolding was provided to learners when needed without overpowering them.
- The learners were at the centre of each lesson and activity in the intervention and material used.
- The language was easy to understand, and it was explained if technical jargon was used.
- Active participation among learners in discussions and activities was observed.
- Creative thinking was encouraged in the classes.
- Students were clear about what they had learnt and were ready with words to articulate the same.
- The cooperative learning strategies and mixed teaching methods were very effective.
- The use of learners' prior knowledge was encouraged, which made the classes even more exciting.

4.2.6 Informal Interviews with the Learners and Trainer- Questions and Findings

Informal Interviews were held after the Pilot Study in which the researcher used Random Sampling, and 9 out of the 20 learners who participated in the pilot study were interviewed.

The questions asked during the interview were:

- Did the activities help with confidence and language use? How?

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- Were the activities motivational, logical and application-based? Which activity did they like the most and why?
- Were the feedbacks motivating?

The findings from the interviews are as follows:

- The learners mentioned that the activities helped their confidence and language use. They got the opportunity to express themselves in class during discussions and activities, which gave them ample opportunity to use the language.
- The learners agreed that the activities were motivational, logical and application-based. They expressed how each activity helped to clarify further what they had learned. The majority enjoyed the collaborative activities, as it gave them a feel of a real-life situation, and they benefitted from the interaction. The individual activities were also appreciated, allowing them to showcase their creative side.
- The learners appreciated the feedback given to them as they felt it would help them improve their content and language knowledge. They also felt the feedback motivated them to get better.

The researcher interviewed the trainer to understand the trainer's view of the CLIL approach and the trainer's view.

The trainer shared that such an approach (CLIL) should benefit the students in their content and language development and that there needs to be more collaboration in the content subject and language education which can be attained through CLIL. As vocational education looks at employability, the CLIL approach would benefit the students in their job sectors if used in the classroom. Speaking and Listening are the critical skills the learners need in their content area, and hence, language ability in these skills is of primary importance. It was shared that CLIL definitely is a good approach and is very informative but there is a need to learn as to how to use it and find the right balance between content and language.

4.2.7 Implications of the Pilot Study on the Main Study

The following were the implications of the pilot study on the main study:

- The number of questions in the post-intervention questionnaire was increased. This helped to understand better the learner's view regarding the CLIL approach, which was the study's primary aim.
- Need Analysis was added in the main study as it was vital to understand the learners' needs concerning content and language.
- The intervention time was extended during the final intervention phase. This allowed learners to understand the CLIL approach and its utility better.
- The material design remained the same, as it was appreciated.
- The activities remained the same, as collaborative and individual activities were appreciated.
- Scaffolding and guidance were provided at each step.
- Clarity of statements during activities and the filling of questionnaires was provided.

4.3 Discussions with the Trainers

Individual discussions were held with the trainers for each skill training programme to learn about the skill set required for the job market. The trainers also helped understand the content area and added value to the lesson plans prepared for the intervention.

4.3.1 Findings from the Discussions

The following are the findings from the discussion:

- Language plays an essential role in developing students who opt for the courses, as the job sector (service industry) is communication-driven.
- Speaking and Listening are the critical skills the learners need in their content area, and hence, language ability in these skills is of primary importance.
- Collaboration between the content and language teachers was crucial in integrating the teachings to conduct CLIL classes in the institute.
- Learn how to use CLIL and find the right balance between content and language.
- There is a need to work on a combined and collaborative framework that works in tandem with the needs and wants of the learners and their goals.

4.4 Conducting the pre-test

The pre-test was conducted before the intervention to check the language level of the students. The test questions designed looked into the overall ability of the learners and included questions which ranged from easy to challenging following a linear graph.

The pre-test was divided into two sections. The first section tested the students' language ability, and the second section tested the use of language in the context of the student's content knowledge.

4.4.1 Findings from the pre-test

The following are the findings from the pre-test:

- The learners' performance was comparatively better in the first section, which tested the students' language ability at the word, sentence, and paragraph levels.
- When comparing the three questions in the first section, the learners' performance at the paragraph level was much better when they had to complete the paragraph.
- The performance at the sentence level, where the learners had to pick the correct sentence, was slightly better than the question at the word level, where they had to identify the synonym of a word.
- In the second section, the learners' performance was not very satisfactory. The researcher had four grounds for observing the learners- confidence, clear thinking, active listening and speaking and use of content words.
- The confidence level of the learners was not very good; they all seemed to be very confused. They were hesitant to use the language even though they knew what to say.
- The clarity of thought among the learners was low, as they were primarily used to rote learning and ready-to-use answers.
- Active listening and speaking needed work, as the learners were good at hearing what was said but would not listen. As for speaking, they never received sufficient opportunities in the past, so the entire model of speaking in a class, even to ask questions, needed to be revised.
- The learners were aware of content words but needed to gain the knowledge of aptly using the content words in sentences. This could have resulted from a lack of exposure and opportunities leading to lack of confidence.

4.5 Need for Need Analysis

The findings from the pilot study suggested that a needs analysis was vital to understanding the learners' needs concerning content and language. Thus, a needs analysis was conducted during the pre-intervention stage to help include the students' needs in the intervention stage. The need analysis was also helpful regarding the intervention stage, as it gave insights into the kind of materials and activities the researcher needed to use during the intervention.

4.5.1 Conducting the Need Analysis

The need analysis was conducted ten days before the intervention with all 150 students. Each group was given 45 minutes to finish answering the questions. The question paper tried to cover all possible areas that displayed a learner's learning needs. The researcher and a trainer were present for the entire duration.

4.5.2 Analysis and Interpretation of the Need Analysis

The following section shares the analysis and interpretation of the need analysis questionnaire as seen in **Table 4.2**.

Table 4.2

Overall views of the responses to the need analysis.

Sl. No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	My writing skills in English are good.	0	50	100	0	0	150
2	My speaking skills in English are good.	0	20	50	80	0	150
3	My listening skills in	0	40	100	10	0	150

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	English are good.						
4	My reading skill in English is good.	0	40	100	10	0	150
5	I want to improve my English speaking skills.	145	5	0	0	0	150
6	I mostly use my regional language to communicate.	148	2	0	0	0	150
7	I am happy with my course and what I am learning.	147	3	0	0	0	150
8	My classes are going good, and I am learning new things.	147	3	0	0	0	150
9	My teachers always communicate with us in English.	100	10	40	0	0	150
10	I always understand the English words the teacher uses in class.	0	40	100	10	0	150
11	All the	0	30	110	10	0	150

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	concepts taught in class are clear when explained.						
12	The only time I use English is in the classroom.	100	50			0	150
13	It is easy to connect the English taught in our language class with our other classes.	0	0	60	90	0	150
14	I feel confident to use English after my classes.	0	20	40	90	0	150
15	The language rules taught in class is easy to remember and use outside the class.	0	10	40	100	0	150
16	Activities in classes are limited.	20	50	80	0	0	150
17	We are encouraged to speak in English in our classes.	120	30	0	0	0	150

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18	I watch English movies with subtitles.	0	125	25	0	0	150
19	I listen to English songs and other entertaining art forms.	0	115	35	0	0	150
20	I read English books, newspapers, and magazines.	0	15	115	20	0	150
21	I like the idea of learning English and other subjects together.	20	125	5	0	0	150
22	I would like to use the English language more confidently in future.	30	115	5	0	0	150

The following section highlights the responses of the learners towards each statement in the questionnaire with the help of individual tables and figures.

The frequency column displays the number of observations falling under an answer class. The percent column shows the percentage of observations coming under a particular answer class out of all the available observations. The valid percentage column displays the observation percentage in that particular answer class. In this column, the missing observations are not included. It shows the percentage of the whole number of responses that

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are available and are not missing. The cumulative percentage column indicates the total percentage of participants.

Also shared is the mean, which is the average value of the entire set. The mean square is the mean of the squares of a set of numbers. Furthermore, standard deviation reveals the range of scores surrounding the mean.

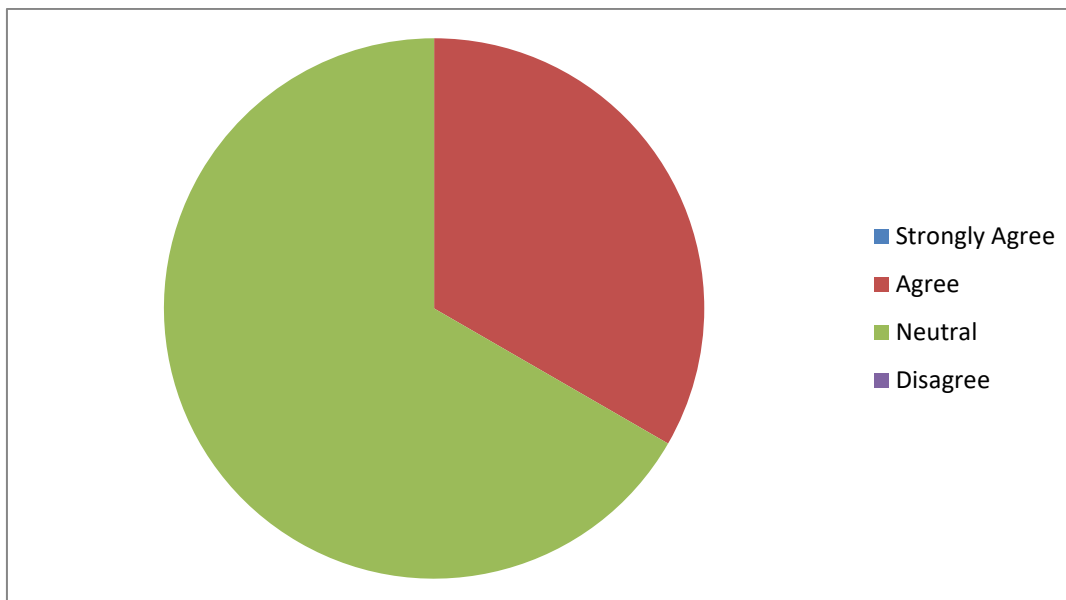
1. My writing skills in English are good.

	My writing skills in English are good	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	50	33.33	33.33	33.33
	Neutral	100	66.67	66.67	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.1 highlights the responses of the learners.

Figure 4.2.1

My writing skills in English are good.



As seen in **Table 4.2**, and **Figure 4.2.1**, 50 participants had agreed, and 100 participants were neutral. The Mean was 2.67, the Mean Square was 7.33 and the Standard Deviation was 2.16.

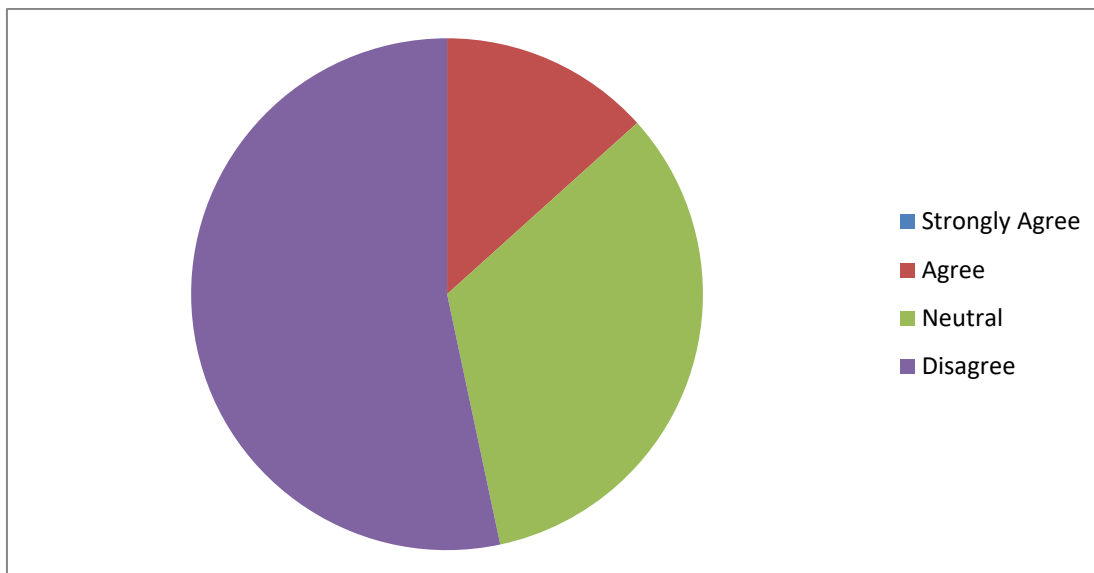
2. My speaking skills in English are good.

My speaking skills in English are good	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	0	0	0	0
Agree	20	13.33	13.33	13.33
Neutral	50	33.33	33.33	46.66
Disagree	80	53.34	53.34	100
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.2 highlights the responses of the learners.

Figure 4.2.2

My speaking skills in English are good.



As seen in **Table 4.2**, and **Figure 4.2.2**, 20 participants had agreed, 50 participants were neutral and 80 participants disagreed. The Mean was 3.4, the Mean Square was 12.07 and the Standard Deviation was 2.94.

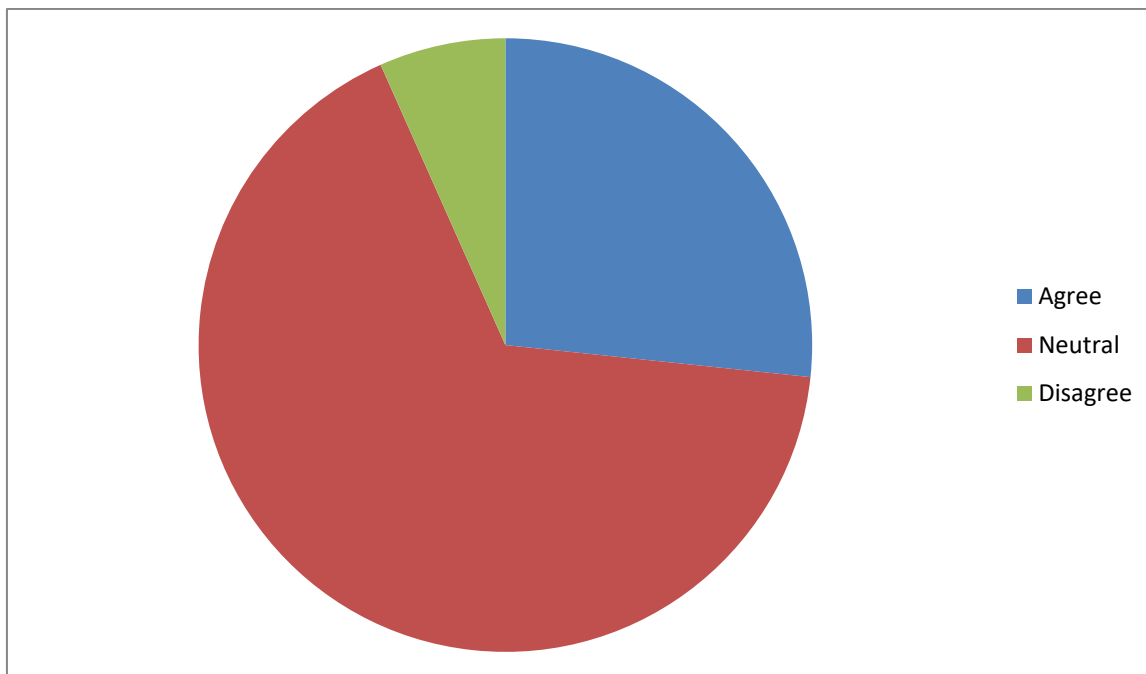
3. My listening skills in English are good.

My listening skills in English are good	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	0	0	0	0
Agree	40	26.67	26.67	26.67
Neutral	100	66.67	66.67	93.34
Disagree	10	6.67	6.66	100
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.3 highlights the responses of the learners.

Figure 4.2.3

My listening skills in English are good.



As seen in **Table 4.2**, and **Figure 4.2.3**, 40 participants had agreed, 100 participants were neutral and 10 participants disagreed. The Mean was 2.8, the Mean Square was 8.13 and the Standard Deviation was 2.31.

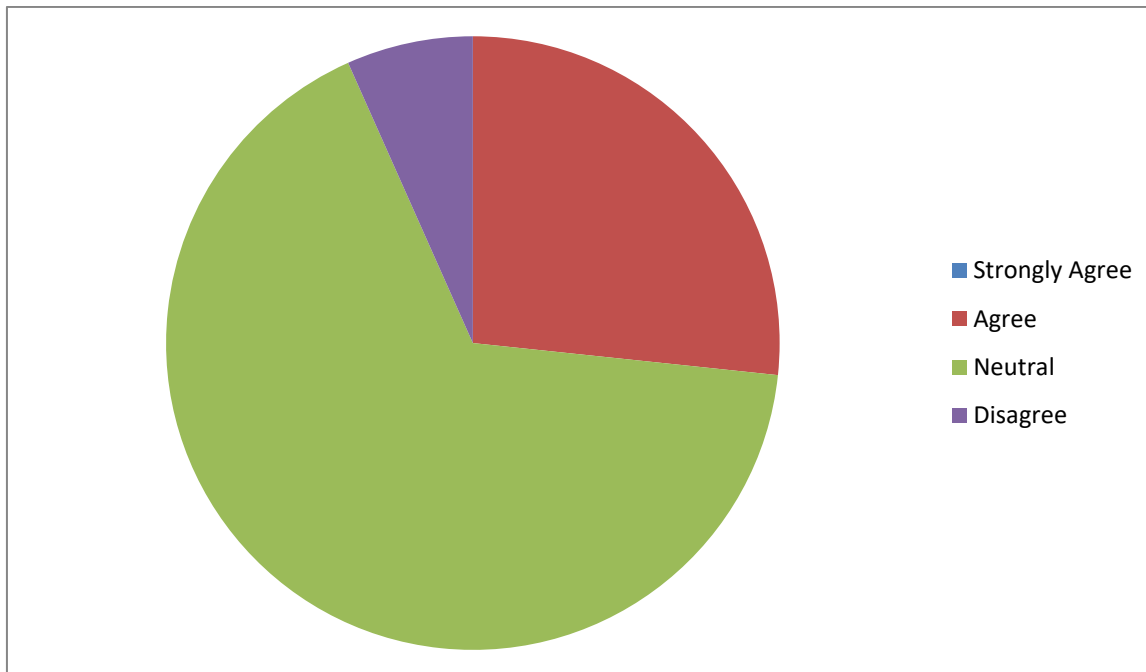
4. My reading skill in English is good.

My reading skill in English is good	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	0	0	0	0
Agree	40	26.67	26.67	26.67
Neutral	100	66.67	66.67	93.34
Disagree	10	6.67	6.67	100
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.4 highlights the responses of the learners.

Figure 4.2.4

My reading skill in English is good.



As seen in **Table 4.2**, and **Figure 4.2.4**, 40 participants had agreed, 100 participants were neutral and 10 participants disagreed. The Mean was 2.8, the Mean Square was 8.13 and the Standard Deviation was 2.31.

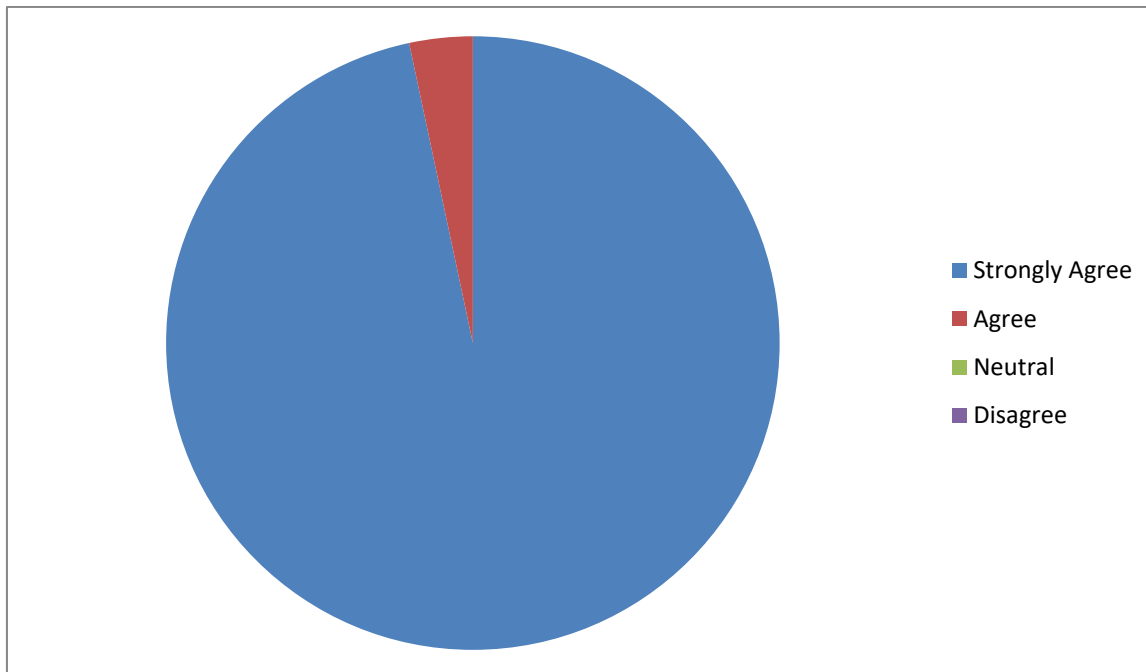
5. I want to improve my English speaking skills.

I want to improve my English speaking skills	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	145	96.67	96.67	96.67
Agree	5	3.33	3.33	100
Neutral	0	0	0	
Disagree	0	0	0	
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.5 highlights the responses of the learners.

Figure 4.2.5

I want to improve my English speaking skills.



As seen in **Table 4.2**, and **Figure 4.2.5**, 145 participants had strongly agreed, and 5 participants agreed. The Mean was 1.03, the Mean Square was 1.1 and the Standard Deviation was 0.26.

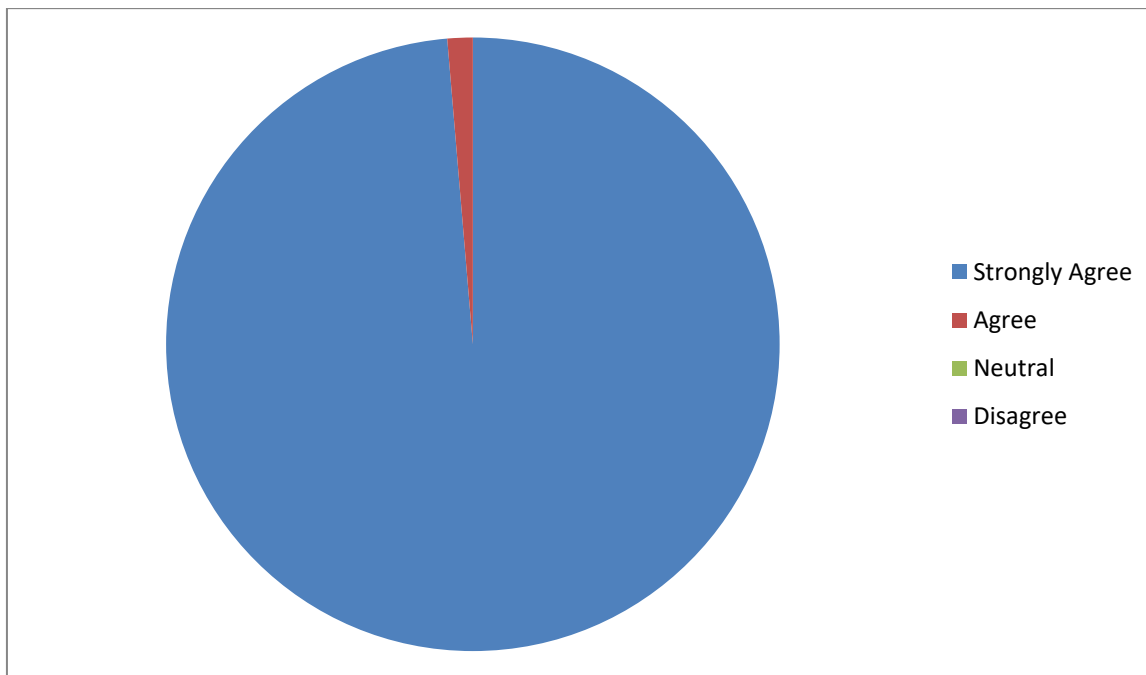
6. I mostly use my regional language to communicate.

I mostly use my regional language to communicate	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	148	98.67	98.67	98.67
Agree	2	1.33	1.33	100
Neutral	0	0	0	
Disagree	0	0	0	
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.6 highlights the responses of the learners.

Figure 4.2.6

I mostly use my regional language to communicate.



As seen in **Table 4.2**, and **Figure 4.2.6**, 148 participants had strongly agreed, and 2 participants agreed. The Mean was 1.01, the Mean Square was 1.04 and the Standard Deviation was 0.16.

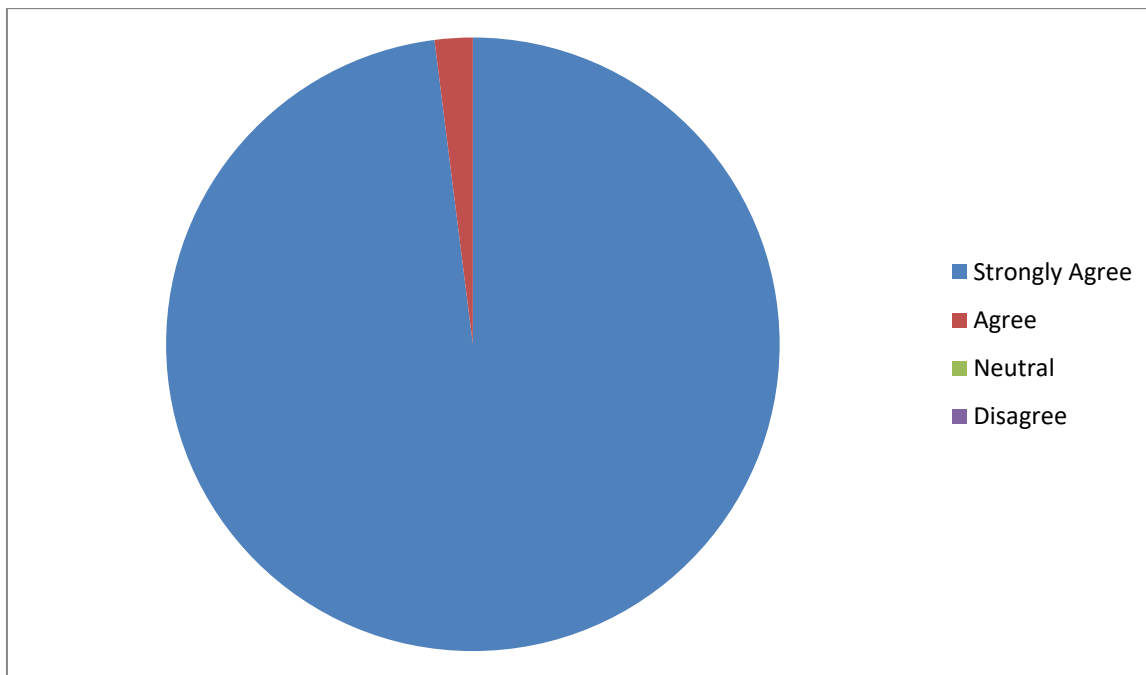
7. I am happy with my course, and what I am learning.

I am happy with my course, and what I am learning	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	147	98	98	98
Agree	3	2	2	100
Neutral	0	0	0	
Disagree	0	0	0	
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.7 highlights the responses of the learners.

Figure 4.2.7

I am happy with my course, and what I am learning.



As seen in **Table 4.2**, and **Figure 4.2.7**, 147 participants had strongly agreed, and 3 participants agreed. The Mean was 1.02, the Mean Square was 1.06 and the Standard Deviation was 0.2.

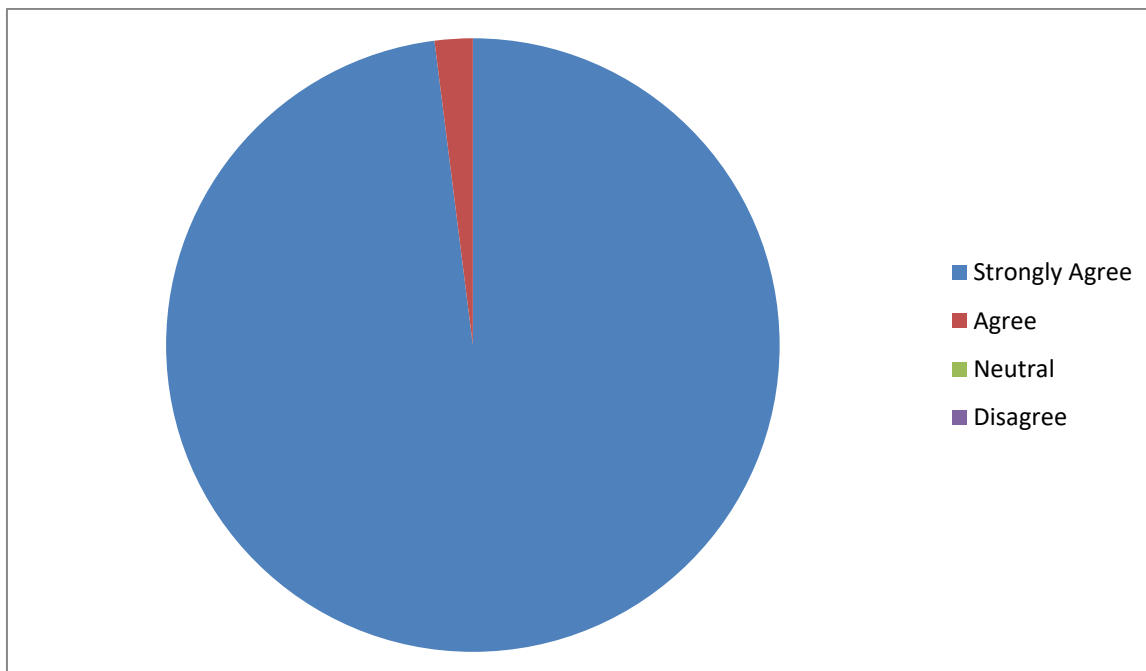
8. My classes are going good, and I am learning new things.

My classes are going good, and I am learning new things	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	147	98	98	98
Agree	3	2	2	100
Neutral	0	0	0	
Disagree	0	0	0	
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.8 highlights the responses of the learners.

Figure 4.2.8

My classes are going good, and I am learning new things.



As seen in **Table 4.2**, and **Figure 4.2.8**, 147 participants had strongly agreed, and 3 participants agreed. The Mean was 1.02, the Mean Square was 1.06 and the Standard Deviation was 0.2.

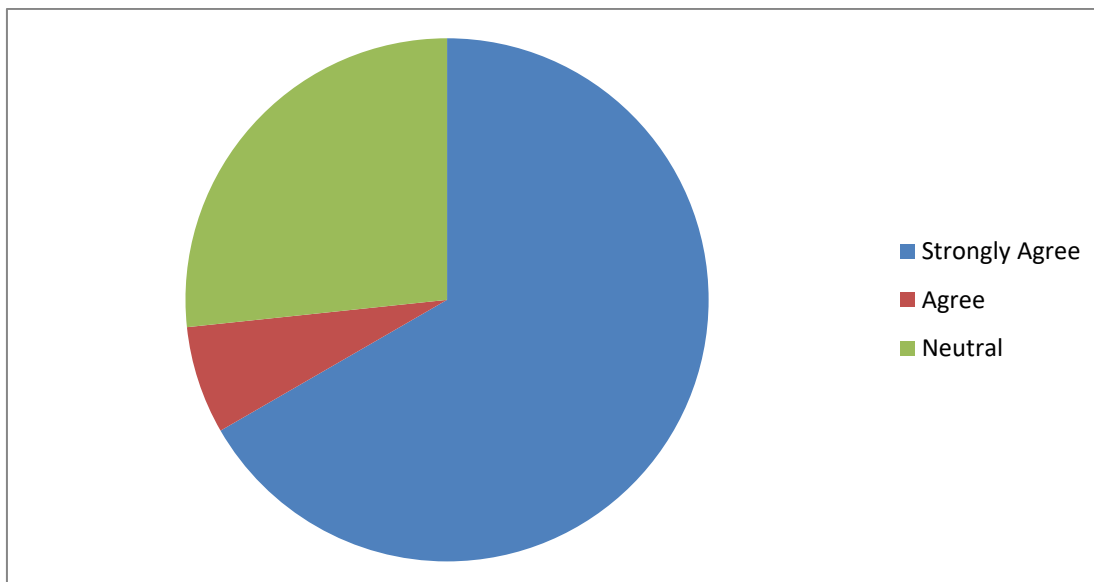
9. My teachers always communicate with us in English.

My teachers always communicate with us in English	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	66.67	66.67	66.67
Agree	10	6.67	6.67	73.34
Neutral	40	26.67	26.66	100
Disagree	0	0	0	
Strongly Disagree	0	0	0	
Total	150	100	100	

Figure 4.2.9 highlights the responses of the learners.

Figure 4.2.9

My teachers always communicate with us in English.



As seen in **Table 4.2**, and **Figure 4.2.9**, 100 participants had strongly agreed, 40 participants had agreed and 10 participants were neutral. The Mean was 1.6, the Mean Square was 3.33 and the Standard Deviation was 1.32.

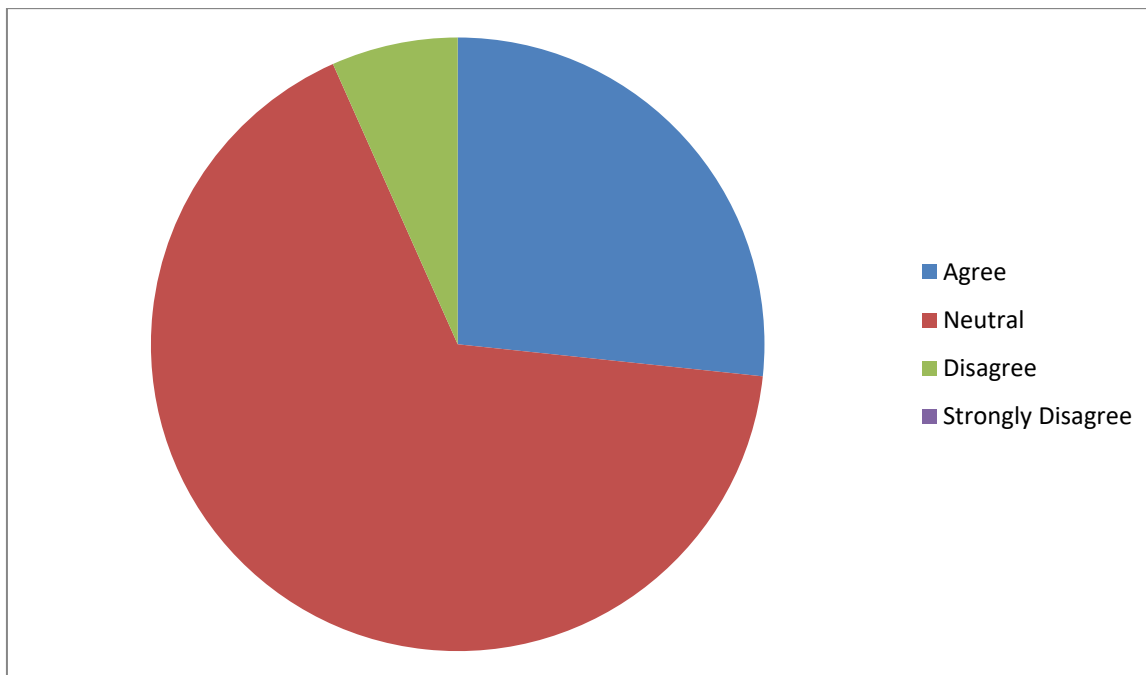
10. I always understand the English words the teacher uses in class.

	I always understand the English words the teacher uses in class.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	40	26.67	26.66	26.66
	Neutral	100	66.67	66.67	93.33
	Disagree	10	6.67	6.67	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.10 highlights the responses of the learners.

Figure 4.2.10

I always understand the English words the teacher uses in class.



As seen in **Table 4.2**, and **Figure 4.2.10**, 40 participants had agreed, 100 participants were neutral and 10 participants disagreed. The Mean was 2.8, the Mean Square was 8.13 and the Standard Deviation was 2.31.

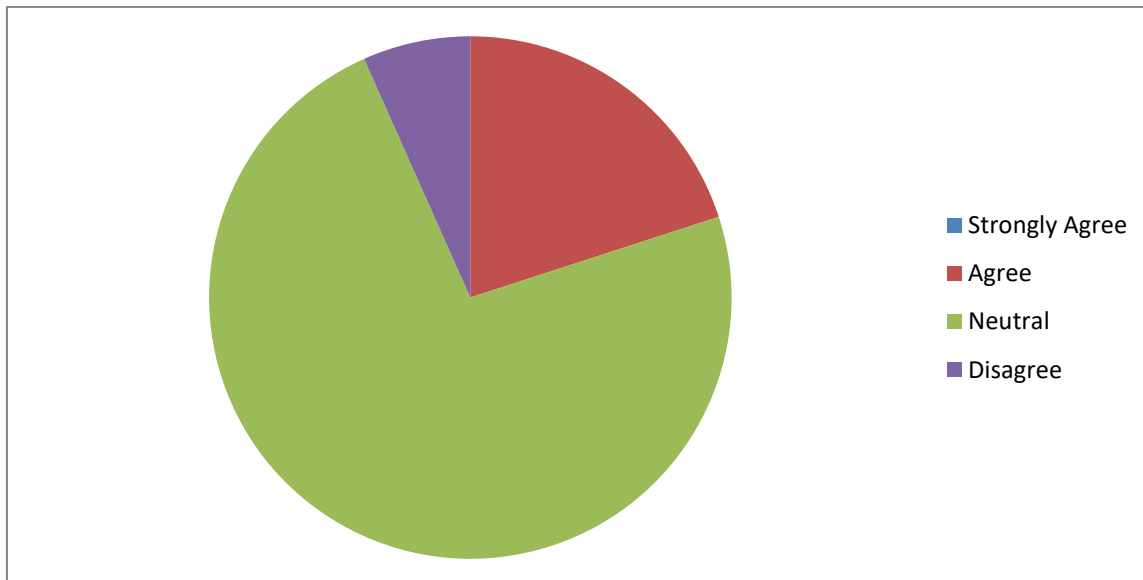
11. All the concepts taught in class are clear when explained.

11	All the concepts taught in class are clear when explained.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	40	20	20	20
	Neutral	110	73.33	73.33	93.33
	Disagree	10	6.67	6.67	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.11 highlights the responses of the learners.

Figure 4.2.11

All the concepts taught in class are clear when explained.



As seen in **Table 4.2**, and **Figure 4.2.11**, 30 participants had agreed, 110 participants were neutral and 10 participants disagreed. The Mean was 2.87, the Mean Square was 8.47 and the Standard Deviation was 2.37.

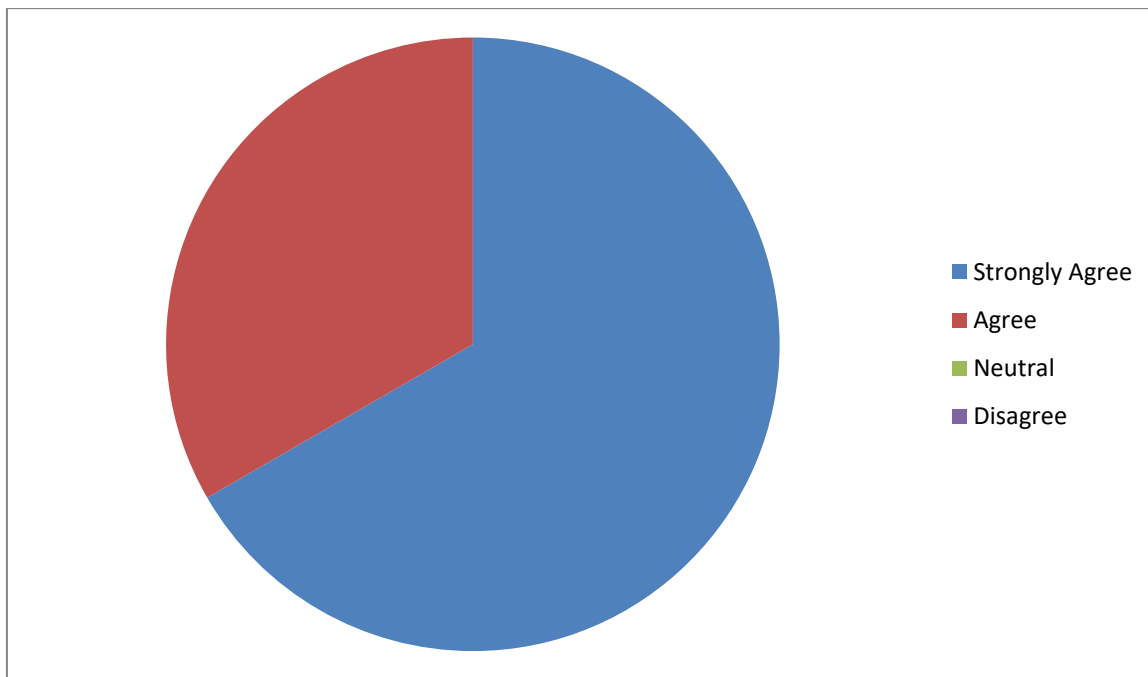
12. The only time I use English is in the classroom.

12	The only time I use English is in the classroom.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	100	66.67	66.67	66.67
	Agree	50	33.33	33.33	100
	Neutral	0	0	0	
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.12 highlights the responses of the learners.

Figure 4.2.12

The only time I use English is in the classroom.



As seen in **Table 4.2**, and **Figure 4.2.12**, 100 participants had strongly agreed, and 50 participants agreed. The Mean was 1.33, the Mean Square was 2 and the Standard Deviation was 0.82.

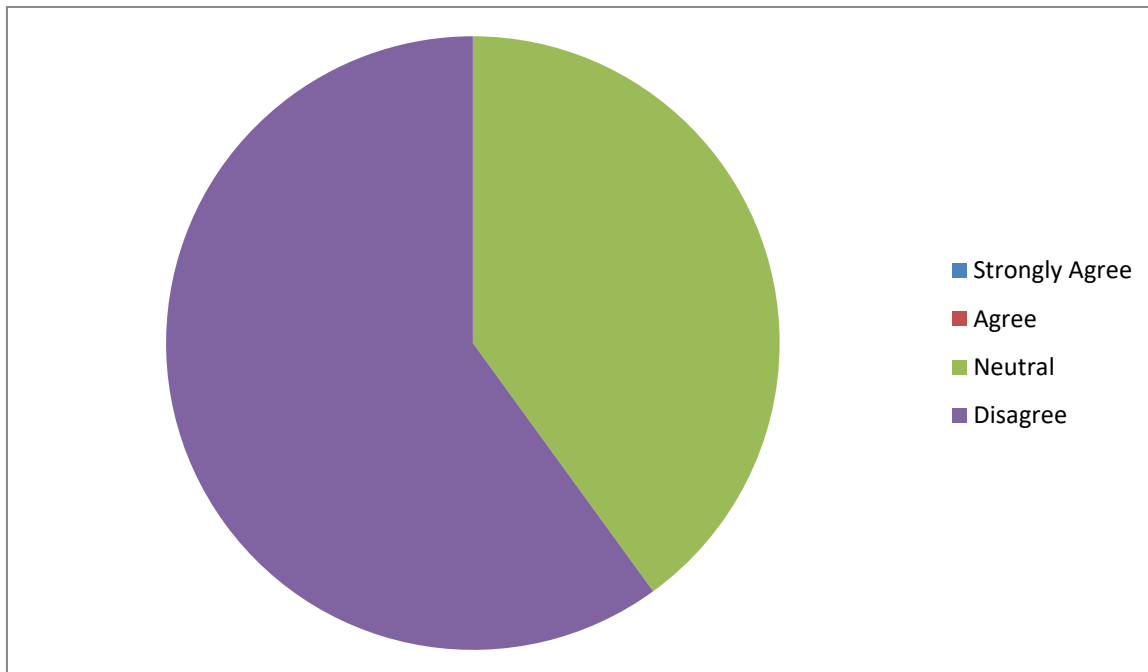
13. It is easy to connect the English taught in our language class with our other classes.

13	It is easy to connect the English taught in our language class with our other classes.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	0	0	0	0
	Neutral	60	40	40	40
	Disagree	90	60	60	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.13 highlights the responses of the learners.

Figure 4.2.13

It is easy to connect the English taught in our language class with our other classes.



As seen in **Table 4.2**, and **Figure 4.2.13**, 60 participants were neutral and 90 participants disagreed. The Mean was 3.6, the Mean Square was 13.2 and the Standard Deviation was 3.10.

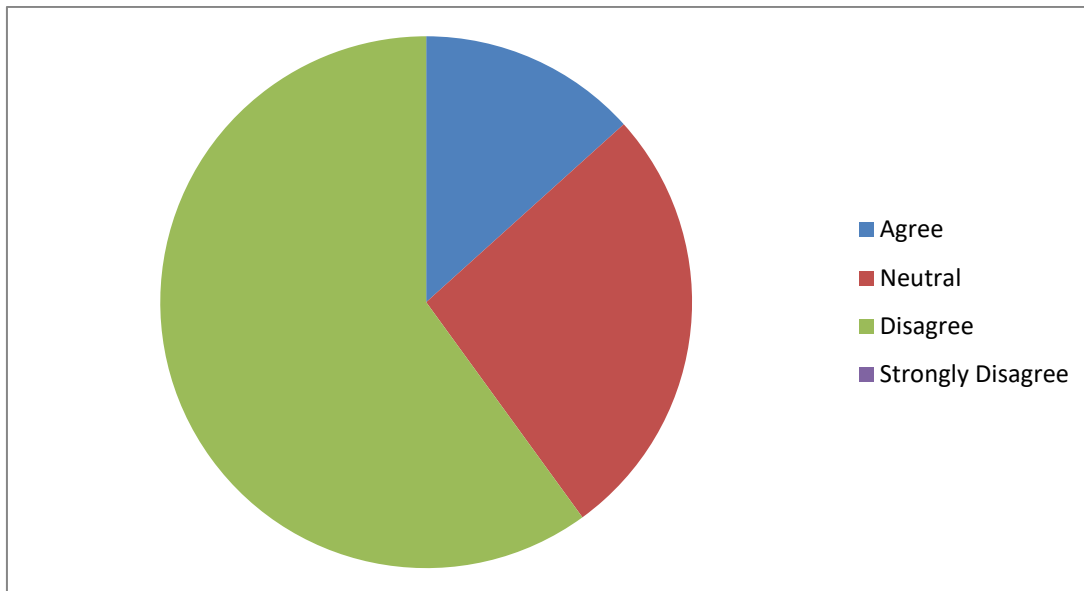
14. I feel confident to use English after my classes.

14	I feel confident to use English after my classes.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	20	13.33	13.33	13.33
	Neutral	40	26.67	26.67	40
	Disagree	90	60	60	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.14 highlights the responses of the learners.

Figure 4.2.14

I feel confident to use English after my classes.



As seen in **Table 4.2**, and **Figure 4.2.14**, 20 participants agreed, 40 participants were neutral and 90 participants disagreed. The Mean was 3.47, the Mean Square was 12.53 and the Standard Deviation was 3.01.

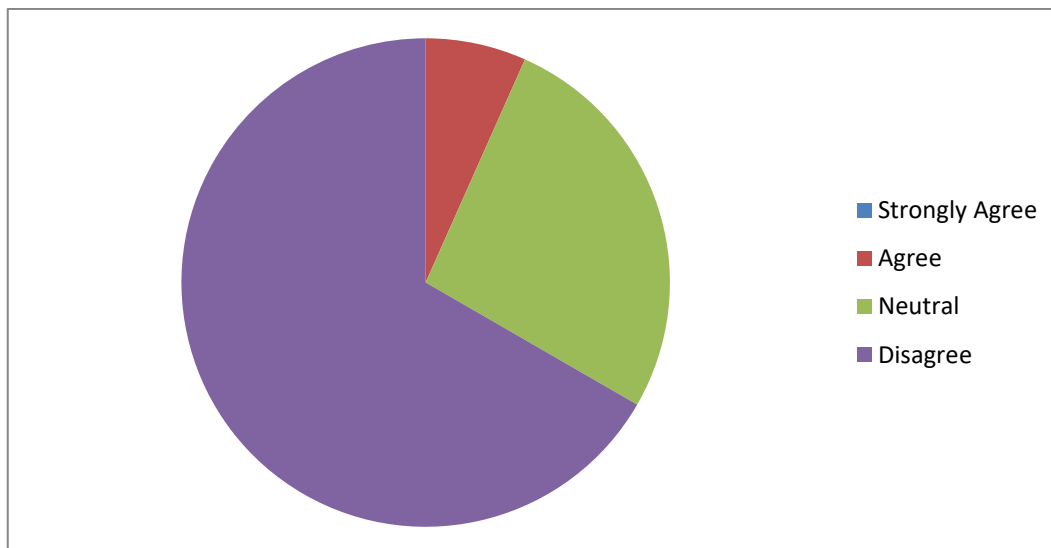
15. The language rules taught in class is easy to remember and use outside the class.

15	The language rules taught in class is easy to remember and use outside the class.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	10	6.67	6.67	6.67
	Neutral	40	26.67	26.67	33.34
	Disagree	100	66.67	66.67	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.15 highlights the responses of the learners.

Figure 4.2.15

The language rules taught in class is easy to remember and use outside the class.



As seen in **Table 4.2**, and **Figure 4.2.15**, 10 participants agreed, 40 participants were neutral and 100 participants disagreed. The Mean was 3.6, the Mean Square was 13.33 and the Standard Deviation was 3.12.

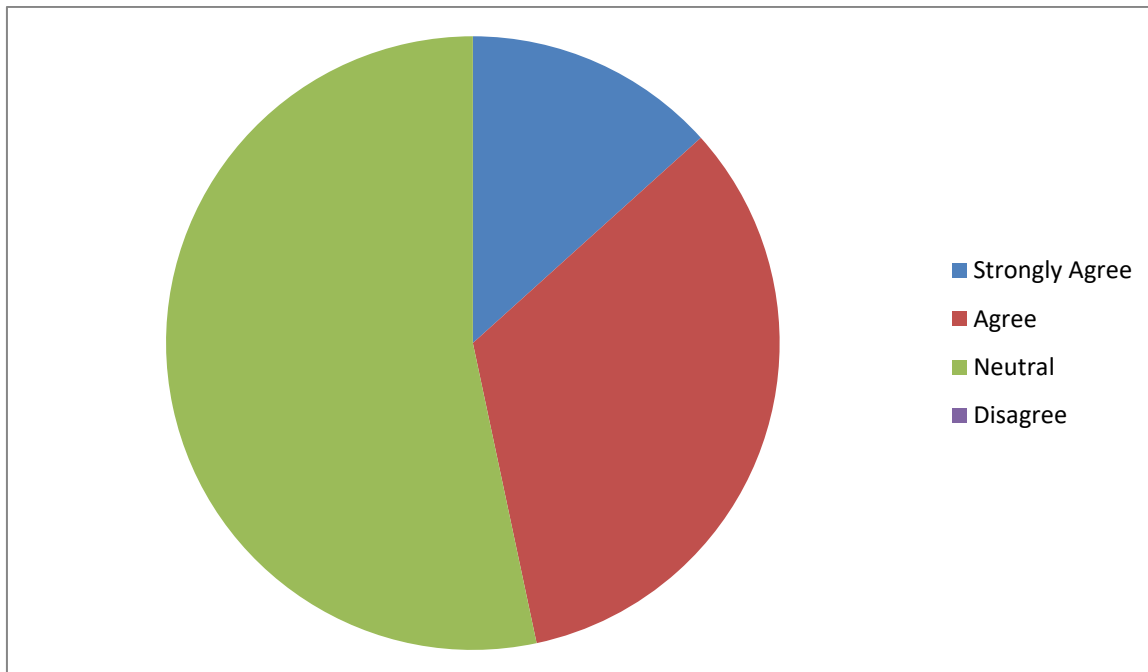
16. Activities in classes are limited.

16	Activities in classes are limited.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	20	13.33	13.33	13.33
	Agree	50	33.33	33.33	46.66
	Neutral	80	53.33	53.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.16 highlights the responses of the learners.

Figure 4.2.16

Activities in classes are limited.



As seen in **Table 4.2**, and **Figure 4.2.16**, 20 participants strongly agreed, 50 participants agreed, and 80 participants were neutral. The Mean was 2.4, the Mean Square was 6.27 and the Standard Deviation was 1.97.

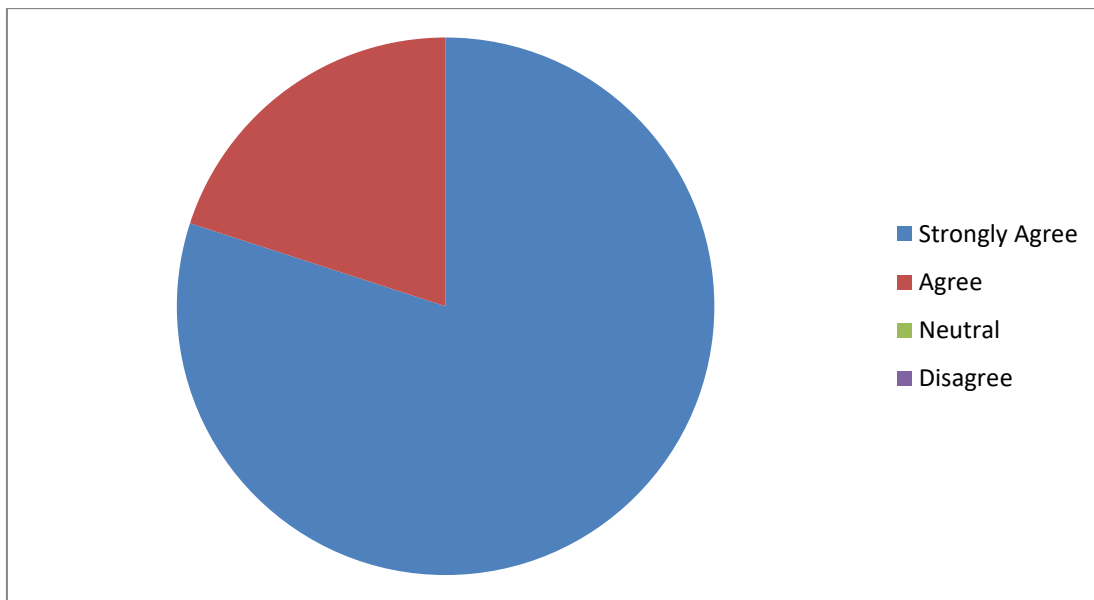
17. We are encouraged to speak in English in our classes.

17	We are encouraged to speak in English in our classes.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	120	80	80	80
	Agree	30	20	20	100
	Neutral	0	0	0	
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.17 highlights the responses of the learners.

Figure 4.2.17

We are encouraged to speak in English in our classes.



As seen in **Table 4.2**, and **Figure 4.2.17**, 120 participants strongly agreed, and 30 participants agreed. The Mean was 1.2, the Mean Square was 1.6, and the Standard Deviation was 0.63.

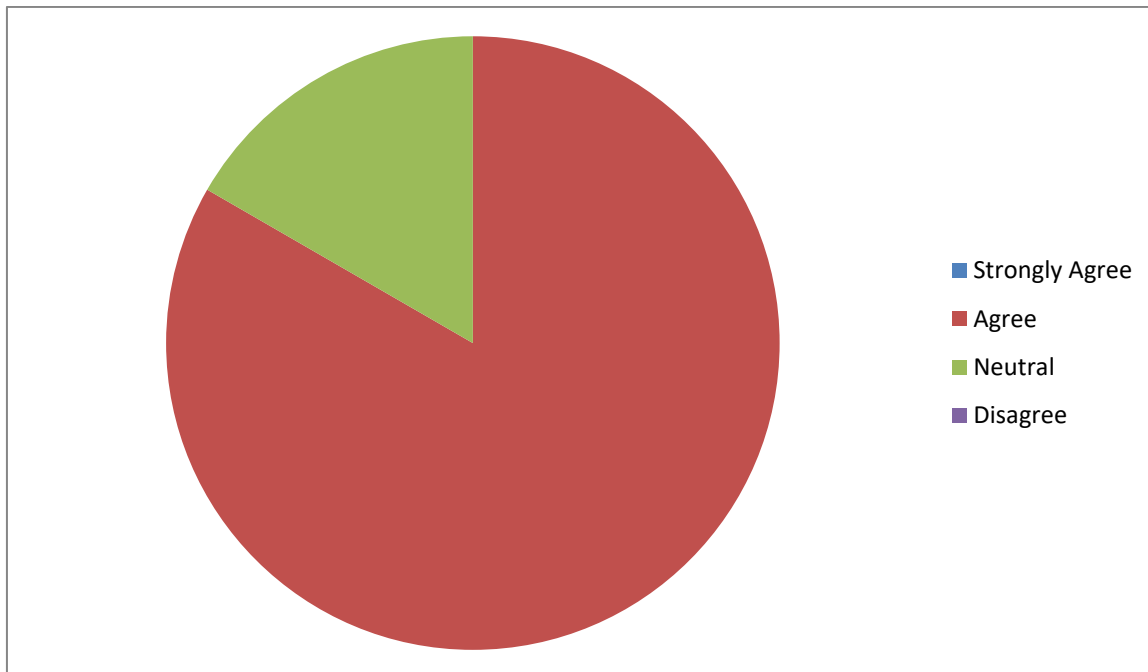
18. I watch English movies with subtitles.

18	I watch English movies with subtitles.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	125	83.33	83.33	83.33
	Neutral	25	16.67	16.67	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.18 highlights the responses of the learners.

Figure 4.2.18

I watch English movies with subtitles.



As seen in **Table 4.2**, and **Figure 4.2.18**, 125 participants agreed, and 25 participants were neutral. The Mean was 2.17, the Mean Square was 4.83, and the Standard Deviation was 1.63

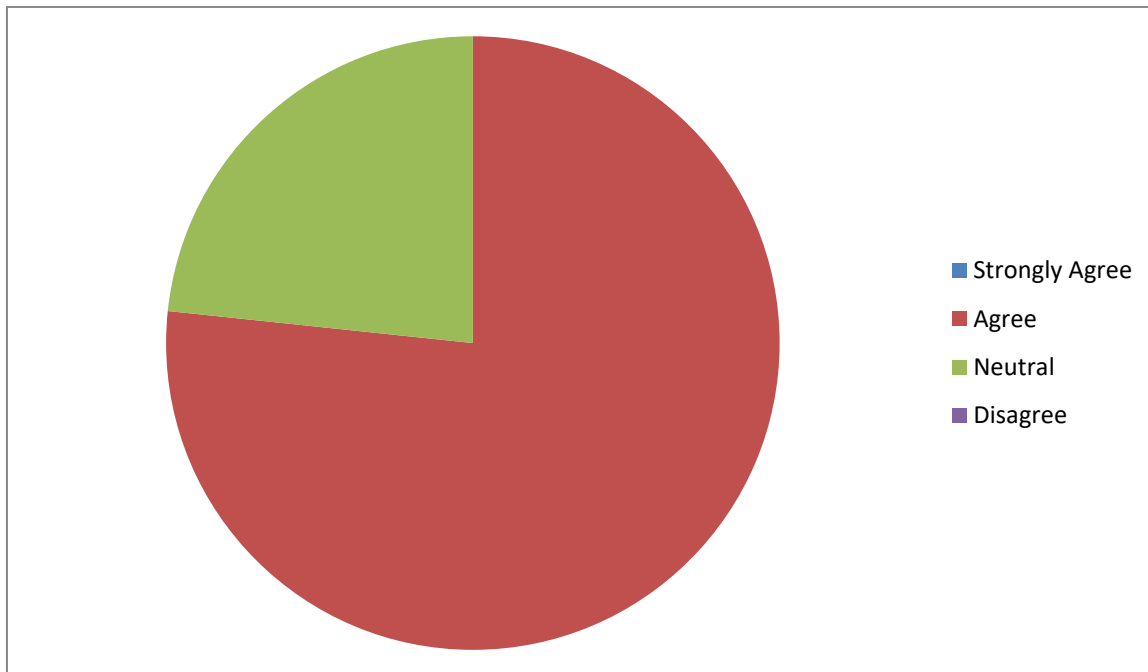
19. I listen to English songs and other entertaining art forms.

19	I listen to English songs and other entertaining art forms.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	115	76.67	76.67	76.67
	Neutral	35	23.33	23.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.19 highlights the responses of the learners.

Figure 4.2.19

I listen to English songs and other entertaining art forms.



As seen in **Table 4.2**, and **Figure 4.2.19**, 115 participants agreed, and 35 participants were neutral. The Mean was 2.23, the Mean Square was 5.17, and the Standard Deviation was 1.71.

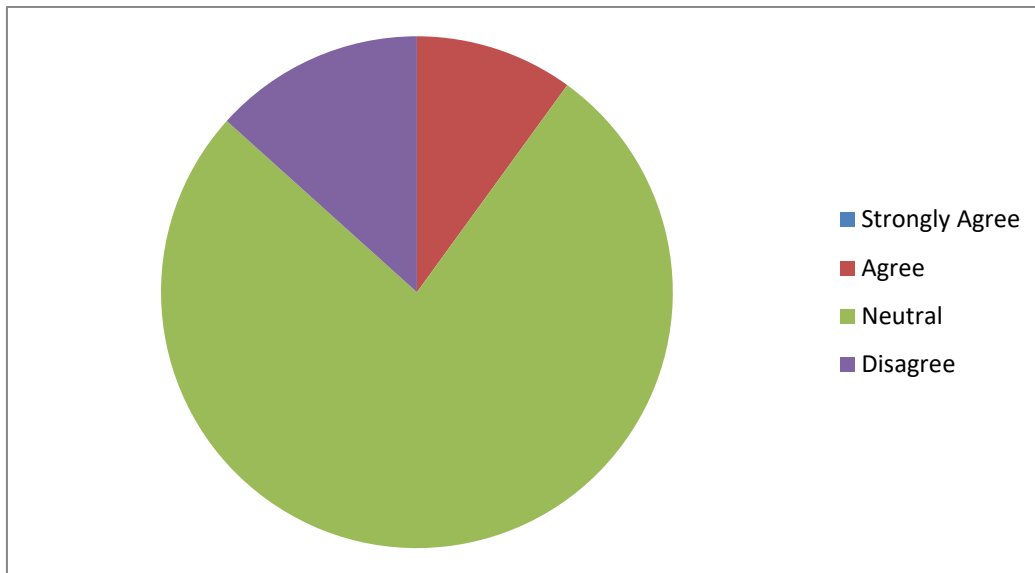
20. I read English books, newspapers, and magazines.

20	I read English books, newspapers, and magazines.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	0	0	0	0
	Agree	15	10	10	10
	Neutral	115	76.67	76.67	86.67
	Disagree	20	13.33	13.33	100
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.20 highlights the responses of the learners.

Figure 4.2.20

I read English books, newspapers, and magazines.



As seen in **Table 4.2**, and **Figure 4.2.20**, 15 participants agreed, 115 participants were neutral, and 20 participants disagreed. The Mean was 3.03, the Mean Square was 9.43, and the Standard Deviation was 2.53.

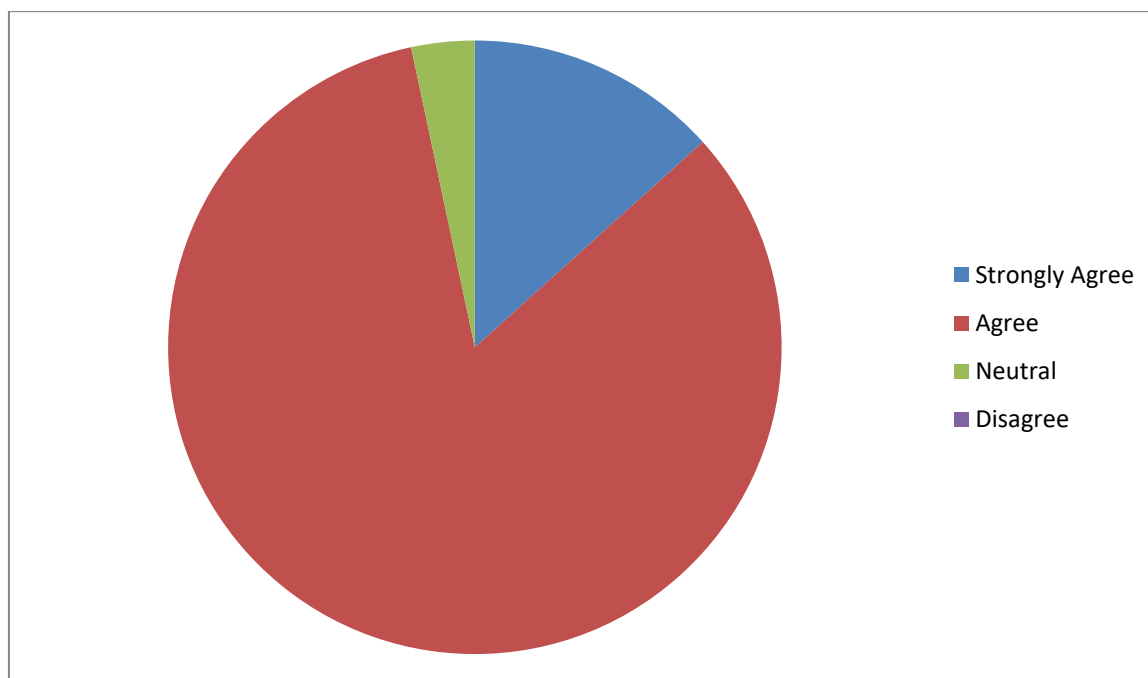
21. I like the idea of learning English and other subjects together.

	I like the idea of learning English and other subjects together.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	20	13.33	13.33	13.33
	Agree	125	83.33	83.3	96.66
	Neutral	5	3.33	3.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.21 highlights the responses of the learners.

Figure 4.2.21

I like the idea of learning English and other subjects together.



As seen in **Table 4.2**, and **Figure 4.2.21**, 20 participants strongly agreed, 115 participants agreed, and 5 participants were neutral. The Mean was 1.9, the Mean Square was 3.77, and the Standard Deviation was 1.37.

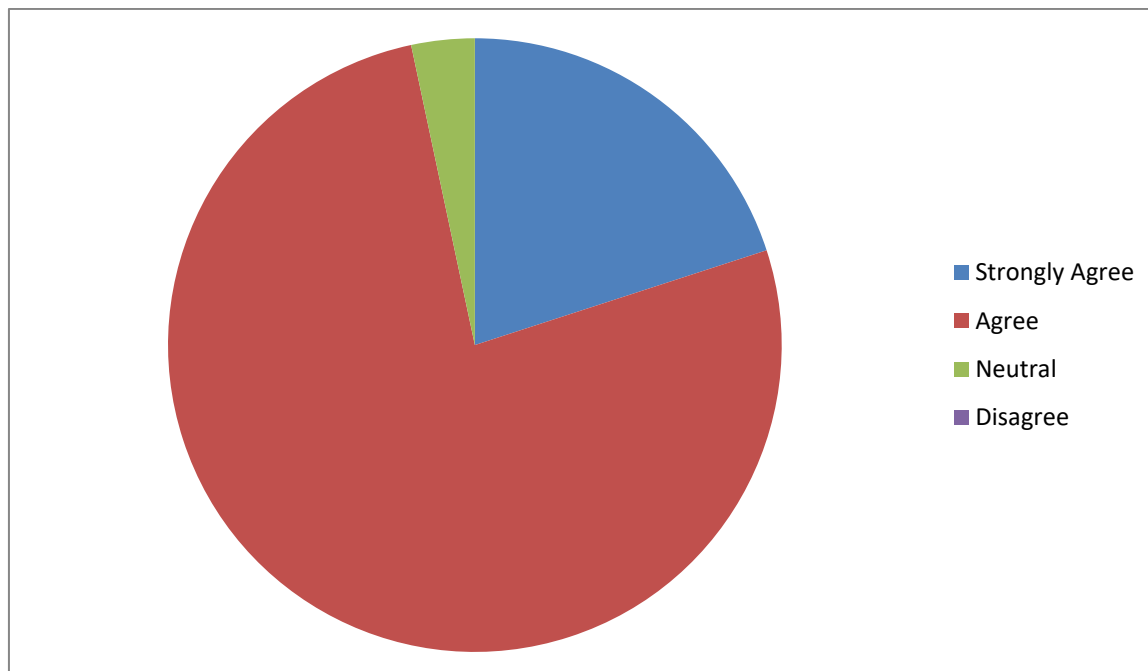
22. I would like to use the English language more confidently in future.

22	I would like to use the English language more confidently in future.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	30	20	20	20
	Agree	115	76.67	76.67	96.67
	Neutral	5	3.33	3.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.2.22 highlights the responses of the learners.

Figure 4.2.22

I would like to use the English language more confidently in future.



As seen in **Table 4.2**, and **Figure 4.2.22**, 30 participants strongly agreed, 115 participants agreed, and 5 participants were neutral. The Mean was 1.83, the Mean Square was 3.57, and the Standard Deviation was 1.32.

A few answers were shared by the participants for the 8 open- ended questions.

1. How would you rate your language skills? (1 – Very Poor, 2 – Poor, 3 – Average, 4 – Good, 5 – Very Good)

Respondent	Response
1	2
2	2
3	1
4	4
5	2
6	4

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7	3
8	3
9	2
10	2
11	2
12	2
13	3
14	3
15	2
16	2
17	2
18	2
19	2
20	3
21	3
22	4
23	3
24	4
25	3
26	3
27	3
28	2
29	3
30	2
31	3
32	2
33	1
34	2
35	2
36	3
37	4
38	3

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39	3
40	1
41	3
42	3
43	3
44	3
45	4
46	4
47	3
48	2
49	5
50	3

2. How useful have the language classes been over the years in your language development?

Respondent	Response
1	Yes, it has helped me a little bit but not much.
2	Yes it is very helpful.
3	Very less
4	Yes it is very useful.
5	It was very helpful as I have got to learn and understand new words.
6	Yes, English language has really helped me a lot (till today) in communicating with people.
7	It helped me a little to understand as I joined this institute.
8	Very helpful as I have got to learn and understand new words and is able to speak little better than before.
9	I learnt grammar, poetry in HSLC to HS.
10	This classes help speak in English.
11	I just learned some grammar tips.
12	I have learnt about some point.
13	It helps me to speak well in English.
14	It helps me a lot in my vocabulary and grammar with a correct tense in speaking.

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15	It helped me a lot in building my confidence.
16	Especially it helps me a lot when I am out from my state, Mizoram.
17	It does not help me that much.
18	It will help me to improve my vocabulary and grammar.
19	It helps me building my self – confident.
20	Helps me in communication with friends.
21	I can speak in English but I am not that good.
22	I have learnt to read, write, speak and listen.
23	I have learnt to speak, to write and to read.
24	I have learnt to speak, write, listening and reading from my language class.
25	I have learned to write, speak with the help of my teachers.
26	I have learnt how to read, write and pronounce.
27	I can read and write.
28	Yes, help me in English speaking.
29	Reading.
30	Reading, writing and listening.
31	I can understand but cannot speak properly.
32	Reading.
33	Reading.
34	I can read, write and understand but cannot speak.
35	I understand but not complete.
36	I have learnt to speak, write and listen.
37	I understand but not complete.
38	I understand but not complete.
39	Reading.
40	It has helped me in improving my grammar and pronunciation a lot.
41	Helped in language development. Useful for me, helps me a lot in communicating with people in English and I have gained little bit of confidence.
42	I have learnt to speak, to write, to listen with the help of teachers.
43	It was good but after joining the institute it is getting better.

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44	I have improved.
45	It is very useful for me because it helps me in understanding the chapters and talking with teachers in classrooms.
46	Yes, it is good because now I understand a little bit of English.
47	To talk in English language.
48	Develop my knowledge.
49	Yes. Language class help in reading, talking, speaking.
50	English is very useful. It has developed my knowledge.

3. Why did you choose this course?

Respondent	Response
1	To learn more about retail. To get a good job in the future.
2	To learn more about retail. To have fun. To increase my skill. Get a good job in the future. To start my business.
3	For getting skilled. Acquiring more knowledge. To get established in a good sector.
4	Because I am passionate about the retail industry. In retail there are many job opportunities.
5	I like the retail industry because it is a big industry. And I want to know more about retail. I will get more knowledge in retail, and I will learn – How to sell, how to promote the product, how to visual merchandise, how to do inventory control etc.
6	I have chosen this course because I have an interest in Visual Merchandising and this course will really help me to be in a better position in life. I will be able to learn a lot through this course and in future as well. This course shall help me to get a much better

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	position in the future.
7	As I want to learn about retail and know more about it.
8	I want to know more about retail industry. There will also be various different scopes to choose from after I complete my training. I will know more about its rules and regulations and as I am learning about retail, it will be very useful to setup my own business.
9	For getting a Government job.
10	Because I want a good job.
11	Because I want to be stenography, I like this job. I think I will get a job for this and I believe my English will improve.
12	Because I need to learn in English and computer etc.
13	Because I want to be a part of airlines industry.
14	I choose the course of Hospitality as I wanted to have a job in the department of Hospitality which I find suitable and a good place for me to work in. I would like to work in the department of Front Office and earn my own money and have a good identity.
15	I choose this course because I have a very high hope that I will be able to fulfil my dreams.
16	I choose this course because I want to get a job of my own and make my family proud. I want to be a successful person.
17	To have a job and make money. To improve my English and confidence level.
18	To raise up my family and become a mature person.
19	<ol style="list-style-type: none"> 1. To find a job and earned lots of money. 2. Increase my confident level, and communication skills. 3. Could crack any interview.
20	To learn and become better in my life.
21	It's because I want to travel around the world after getting the right job. After the completion of this course, I hope that I will be able to speak, talk and handle any kind of situation when I am in a job.
22	I choose this because BPO taught me a lot of communication skill and to improve English language. to get a job and earn.
23	Because I want to be good in communication. To get a perfect job

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	and good company.
24	I choose this course because in BPO communication skill is very important and through experience in BPO I can achieve fulfil my dream. To get a good job in a reputed company.
25	I choose this course because I like to communicate with people. To have a good communication skill and good job.
26	Because I like to communicate. To get a job.
27	I like to communicate with people and help people. To get a job and experience what I learnt.
28	Good communication skill, personality development, job.
29	Job.
30	Development.
31	To earn money and build my career. To learn how to groom, communicate and get the experience.
32	Job.
33	To get a job.
34	To get a job and help my family.
35	To learn good communication skill and to get a job.
36	Job, as I want to become successful in life.
37	To build my career. I want a job. Personal development, English speaking, and good communication.
38	To build my career as I want a job. Personal development, English speaking and good communication.
39	I want a job. Personal development, knowledge and skill improvement.
40	Job.
41	I want a job.
42	<ol style="list-style-type: none"> 1. Due to lack of job opportunities in my state. 2. I want to help my parents. 3. I want to socialize with people from other places. 4. I can get a chance to see different places. 5. Overall personality development along with a good job prospect.

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43	To become a successful person and I can earn my own living, and to become an independent woman. Good at communication, gain knowledge, and improve speaking skills.
44	To communicate with people and earn money.
45	Because I am interested in secretarial practice. I want a good job.
46	Because I need to be financially independent and to help my family.
47	To increase my knowledge and meet new people.
48	I have to do my best work.
49	Because retail sales associate is a very good job.
50	Meeting new people, talking to them, so as a retail sales associate it would be good choice for me.

4. What are your job expectations?

Respondent	Response
1	Anything
2	Visual Merchandiser
3	Business
4	I want to become a store manager or senior VM manager.
5	Anything
6	To get a job in a very good and luxury brand.
7	Successful business person.
8	Anything
9	I think after this course I will get a job, personality development will happen, and I will interact with other people very well.
10	This course will help me find a good job and speak in English clearly.
11	I want to be a stenographer.
12	I need a job in the Railways.
13	To become a ground staff.
14	My job expectation is first to get a job in hospitality in the department of Front Office and go on to pursue for the very best.
15	My job expectations is that I want to become cabin crew.

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16	To become a cabin crew.
17	I want to become a cabin crew in an airlines.
18	To become a cabin crew in international airlines.
19	Cabin crew.
20	Work in a cruise line.
21	I want to work in cruise line.
22	-
23	To go to Canada.
24	I want to work in any international BPO in any state.
25	I want to work on American Express.
26	WIPRO.
27	WIPRO.
28	WIPRO.
29	I want to join Housekeeping.
30	Food & Beverage Service.
31	Food & Beverage Service.
32	F & B Service.
33	Housekeeping.
34	Food & Beverage Service.
35	Housekeeping.
36	I want to join Housekeeping Department.
37	F & B
38	I want to join front office.
39	Food and Beverage
40	F & B
41	Food and Beverage
42	F & B Service
43	I want to become cabin crew.
44	I want to work and make an impact.
45	I want to do job in central mall with a good salary.
46	Work in shopping mall.
47	Retail sales associate trainer.

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48	Job as sales associate.
49	Big bazar.
50	Work in malls, as a retail sales associate.

5. Do you think you can relate your content to English language?

Respondent	Response
1	Yes
2	Yes
3	Yes
4	Yes
5	Yes
6	Yes
7	Yes
8	Yes
9	Sometimes I cannot relate my content to English language.
10	Yes but not perfectly.
11	
12	Something different.
13	Yes, I think I can relate my content to English language.
14	Yes, I can relate my content to English language.
15	No, I don't think I can relate with my content to English language.
16	No
17	Sometimes.
18	Maybe sometimes.
19	No.
20	I am not that good.
21	I can somehow do that.
22	Yes.
23	Yes.
24	Yes.

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25	Yes.
26	Yes.
27	Yes.
28	Yes.
29	Yes.
30	Yes.
31	Yes.
32	Yes.
33	Yes.
34	Yes.
35	Yes.
36	Yes.
37	Yes.
38	Yes.
39	Yes.
40	Yes.
41	Yes.
42	I have less content related to English language.
43	Yes.
44	Yes, I think English language is related to our content.
45	Yes, I think language is important.
46	Yes.
47	Yes.
48	Yes.
49	Yes.
50	Yes.

6. Do you wish to improve your language only for securing a job or for your personal growth?

Respondent	Response
1	Not only for job but it is also important for personal growth.
2	Not only for job but important for personal growth.

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3	Not only for job but for personality development.
4	I want to improve my language for my personal meaningful growth.
5	I would like to improve mu language for securing a job and my personal growth.
6	I think English will help in my job but it really will help me for my personal growth as well.
7	For both.
8	I would like to improve my language for both purposes.
9	I wish to improve my language only for my personal growth.
10	I not only wish to improve my language only for securing a job.
11	No, not for a job. It helps me to speak with the world.
12	Yes.
13	I wish to improve my language for my personal growth.
14	I wish to improve my language for personal growth because personality and personal development is the first thing and most important in every field.
15	Yes, I wish to improve my language only for my personal growth.
16	I wish to improve my language for my personal growth and not only for securing a job.
17	I want to improve my language for my personal growth.
18	For my personal growth.
19	I wish to improve my language for securing a job as well as for my personal growth.
20	For my personal growth.
21	I wish to improve my language for my personal growth.
22	Both.
23	Both for securing a job and personal growth.
24	Both.
25	Both.
26	Both.
27	Both.
28	Both.
29	Job and personal development.

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30	Both.
31	For only job.
32	I need a job.
33	Both.
34	Both.
35	Personal development.
36	Improve my language and securing a job for my personal growth.
37	Both.
38	Job and personality development.
39	Job and personality development.
40	Both.
41	Both.
42	Both.
43	I want to improve my language for my personal growth.
44	Both.
45	Yes, I wish to improve my language for securing a job and for my personal growth.
46	Yes, I wish to improve both.
47	I wish to improve my language not only for securing a job and also for my personal growth.
48	Personal growth and securing job.
49	My personal development and my work language growth.
50	Both.

7. Do you think language is helpful in personal growth?

Respondent	Response
1	Yes
2	I think it is helpful for personal growth.
3	Yes
4	Yes, definitely helpful for personal growth.
5	Yes

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6	Yes, language plays an important role in personal growth. It gives you a chance to increase ones' personality.
7	Yes it is very helpful.
8	Yes, of course it does in many ways.
9	Yes, I think language is helpful in personal growth.
10	Yes, language helpful for personal growth.
11	Yes, these days English is most important for everything. I think if I don't know English, I will not get a job.
12	Yes, I think this language in helpful in personal growth.
13	Yes, I think language is helpful in personal growth.
14	Yes, language is helpful in personal growth.
15	Yes, I think language is helpful in personal growth.
16	Yes
17	Yes.
18	Yes.
19	Yes.
20	Yes.
21	Yes, I think so.
22	Yes.
23	Yes.
24	Yes.
25	Yes.
26	Yes.
27	Yes.
28	Yes.
29	Yes.
30	Yes.
31	Yes.
32	Yes.
33	Yes.
34	Yes.
35	Yes.

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36	Yes.
37	Yes.
38	Yes.
39	Yes.
40	Yes.
41	Yes.
42	Yes.
43	Yes, language is yes.so much helpful in my personal growth.
44	Yes.
45	Yes, I think language is helpful in personal growth because it helps to talk with other people.
46	Yes, I think because it helps to talk.
47	Yes.
48	Yes.
49	Yes, because language helps me.
50	Yes.

8. What are the problems you have with English language?

Respondent	Response
1	Grammatical problems. Word meanings.
2	I can't speak English fluently. I don't understand some word meaning. I get nervous whenever I try to speak in English. I don't the spelling of some word.
3	I can't speak in English. I don't know English grammar. I understand very little English.
4	I understand English very well but whenever I speak at times I get stuck and I get nervous. And I don't know much vocabulary.
5	I understand but I don't know how to speak. Grammatical problems.

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6	As being from an English medium school, I also faced issues like- I know English but when it comes to speaking I get little nervous. As I am working on it and I know it will get better only when I will keep on practising and learn new better ways to increase my speaking fluently in the future.
7	I understand but I can't speak clearly. Have confusion with words.
8	When I try to explain in English, I get stuck in between with the words and sometimes forget what I was supposed to say. I get confused which words would be more suitable for a particular sentence, when I try to explain something related to that topic.
9	There are many problems I have with English language. <ol style="list-style-type: none"> 1. Vocabulary 2. Sentence making 3. Grammar 4. Cannot speak
10	<ol style="list-style-type: none"> 1. Grammar 2. Vocabulary 3. Sentence making 4. Speaking
11	There are so many problems. <ol style="list-style-type: none"> 1. Sentence making 2. I don't know lots of word meanings 3. I cannot easily translate words from Assamese to English or English to Assamese
12	<ol style="list-style-type: none"> 1. Grammar 2. Think 3. Speak
13	Mother tongue influence.
14	Vocabulary, pronunciation, and grammar are the problems I have with English language. But I hope soon I will be able to get into it and learn from my teachers.
15	The problems that I have with English language are:

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	<ol style="list-style-type: none"> 1. Grammar 2. Pronunciation, and 3. Communication
16	My problem is that I feel shy to speak in English also I am not confident about my vocabulary and grammar.
17	I have problem in grammar and hesitate to use English.
18	Grammar.
19	Vocabulary problems, grammar and sentence structure.
20	I am trying to improve grammar. Not good in speaking.
21	I am lacking behind in vocabulary.
22	I have a problem with grammar in English language.
23	<ol style="list-style-type: none"> 1. Speak 2. Grammar
24	I have a problem with grammar in writing skill.
25	I cannot speak English very well.
26	Grammar.
27	I cannot understand and communicate in English.
28	Yes, I have problems in English language.
29	<ol style="list-style-type: none"> 1. Long words. 2. Speaking in English.
30	I can't speak English properly.
31	Can't speak English language properly.
32	Speaking English and understanding.
33	I cannot understand English language.
34	My problem is I can understand but I can't speak.
35	Can't speak English language properly.
36	Speaking.
37	I can't speak English language properly.
38	Can't speak English language properly.
39	<ol style="list-style-type: none"> 1. Speaking. 2. Understanding.
40	In English language some words are a bit difficult to pronounce and

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	since I have my own mother tongue my real accent or tone used to speak out, that is why I feel scared or embarrass to speak English.
41	The problems I have with English language are: <ol style="list-style-type: none"> 1. Pronunciation 2. Writing 3. Speaking 4. Listening 5. Vocabulary words 6. Framing sentence
42	<ol style="list-style-type: none"> 1. I have a little problem with grammar. 2. I loose confidence once I start speaking.
43	
44	I passed from vernacular medium so I face problem.
45	I have a little problem with English language. I can understand the language but I get confused when I try to say the English language. I get confused how to make sentences when I speak with others or when I write a paragraph.
46	My problems are to speak, to understand, to make sentences.
47	<ol style="list-style-type: none"> 1. Grammar problems 2. Understanding problem 3. Talking problem 4. Word meaning
48	I can't speak in English because I don't know how to use sentences.
49	Yes, English language is very hard language, and confusing.
50	I can't speak English fluently, and my grammar is average.

4.5.3 Findings from the Need Analysis

The following are the findings from the need analysis.

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- The learners needed to work on their speaking skills and wanted to improve their English.
- The learners were more comfortable communicating with their regional language than English.
- The classes needed more motivation and interest. The learners needed to be more eager to participate in the classes and activities.
- The classes needed more clarity and sometimes needed to understand the English words the teacher used.
- The learners lacked a suitable environment to use English, but they were keen to improve their English skills. They wanted to be confident users of the English language even out of their classroom environment.
- The learners were interested and highly motivated to learn English (language) and other subjects (content) through an approach such as CLIL.

4.5.4 *Implications of the Need Analysis on the CLIL Materials*

As shared by the participants and observed by the researcher, speaking was an important skill that the participants had the greatest issues with and wanted to develop further. This was followed closely by pronunciation, vocabulary, and confidence to use the English language. While developing the CLIL materials for the intervention the researcher did focus on the areas mentioned, and tried to help the learners grow their confidence, speaking skill, vocabulary and pronunciation using the materials and activities.

4.6 Conducting the Intervention

Six groups of vocational and skill development learners, 16 to 22 years old, participated in the intervention. There were 150 participants, including 11 trainers who acted as observers.

Chapter 3- Sections 3.7 and 3.12 details the sample and the intervention.

4.6.1 Classroom Observations

The trainer/trainers of the course conducted the classroom observation, which helped the researcher immensely during the intervention. The classroom observation checklist was adapted and modified from the checklist prepared by Mehisto et al. (2008). The checklist is added in the Appendices section of the thesis.

The CLIL teacher aims to:	Indicators:	+ observed	Comments
		-not observed	
		0 not available	
1. Specifies the content and language outcomes	Outcomes are displayed clearly.	11- observed	
2. Uses suitable materials.	The stated elements are presented.	11- observed	
3. Presents a well-balanced lesson.	Each element is present- warm up, teaching/ learning, analysis and reflection.	11- observed	
4. Creates a holistic learning environment.	The classroom makes the student stress free and motivated.	11- observed	
5. Provides the learners with rich language and subject content.	Linkage between language and content is done in every step.	11- observed	
6. Provides scaffolding.	Helps learners when needed without overpowering them.	11- observed	
7. Organizes a learning promoting classroom.	Students are at the centre.	11- observed	
8. Uses simple language and maintains a constant pace.	Easy language is used. Volume and pace is constant.	11- observed	
9. Allows “student-talk”.	Students are given the freedom	11-	

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

A few of the observations that were shared by the trainers of the course.

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Respondent	Observation
Trainer 1	The Hospitality industry requires confident professionals who have a good command over English and can present themselves well. After observing the CLIL intervention classes, I feel this approach would be a helpful way to connect language and content together to make an impact on the students and prepare them for their future life.
Trainer 2	Retail is also about dealing with customers, it is a customer – driven industry. As trainers we try our best to groom our students for their retail jobs but at times it becomes difficult to make the classes interesting and effective. The CLIL approach was a good way to deal with all that we need to help our students in their language and content fields.
Trainer 3	While observing the CLIL intervention classes, I was quite impressed to see how involved the students were during the activities and their positive attitude towards the materials used. Such an approach would definitely bring a positive impact among the students.
Trainer 4	The CLIL approach definitely helps the students to grow as individuals who are confident about their content area and language use. This is very important in the line of work I am preparing the students for, as with confidence one can cross every obstacle.

Trainer 5	The CLIL classes had a lot of positive details, like student involvement, limited teacher talk, clarity, motivation and confidence building. This approach would be helpful to train the skill development students as the time of training is limited but the goal of the course is definite- getting a job. Training to teach using this approach is important.
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4.6.2 Findings from the classroom observations

The following are the findings from the classroom observations:

- The outcomes of each topic were displayed clearly.
- The researcher integrated the 4 Cs of the CLIL approach in each lesson.
- Each element was present- warm-up, teaching/ learning, analysis and reflection.
- The students were stress-free and motivated.
- Scaffolding was provided to learners when needed without overpowering them.
- The learners were at the centre of each lesson and activity in the intervention and material used.
- The lessons used appropriate language, which made them easy to understand. Any technical jargon used was explained.
- Active participation among learners was observed.
- Creative thinking was encouraged in the classes.
- Students were given opportunities to clarify their thoughts and express themselves.
- Students had clarity about their learning and were confident in expressing the same.
- Effective feedback was used during the sessions.
- The teacher used the teacher talking time effectively.
- The cooperative learning strategies and mixed teaching methods were very effective.
- The use of learners' prior knowledge was encouraged, which made the classes even more exciting.
- The repetition and rephrasing of language was helpful.
- The materials and activities were highly influential in strengthening learning.

4.7 Post – Intervention

Collection of data after the Intervention was collected using two different tools, which directly impacted the results of the present study. A questionnaire based on CLIL and an observation sheet for the CLIL intervention were the first tools used, followed by semi-structured interviews with the learners and trainers, and the researcher used the second tool.

The post-test after the intervention also greatly helped the researcher analyse the intervention's impact on the learners. However, the test scores were not part of the study; only the overall findings were included in the research.

4.7.1 Analysis and Interpretation of the post-intervention questionnaire

The scores were given as follows: Strongly Agree:1, Agree:2, Neutral:3, Disagree:4, and Strongly Disagree:5. 13 statements were given to the participants. An overall view of the responses is provided in **Table 4.3**.

Table 4.3

Overall views of the responses to the post- intervention questionnaire.

Sl. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1.	The classes were interesting than the usual classes.	63	67	10	0	0	140
2.	The learning objectives both for content and language were clear in each class.	71	74	5	0	0	150
3.	The materials and activities were	71	73	6	0	0	150

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	helpful and interesting.						
4.	I learnt better about my topic and English language.	66	76	8	0	0	150
5.	The classes helped boost my confidence.	71	74	5	0	0	150
6.	The classes helped me understand the topic better.	63	78	9	0	0	150
7.	The classes helped in improving my pronunciation and vocabulary.	57	79	14	0	0	150
8.	The classes helped me think more.	69	74	7	0	0	150
9.	The activities helped me in collaborative learning.	59	79	12	0	0	150
10.	Classes were motivating.	60	85	5	0	0	150
11.	The classes helped me in my skills.	69	76	5	0	0	150
12.	I see the benefit of integrated learning.	69	70	11	0	0	150
13.	I feel prepared for future lessons and work opportunities.	69	70	11	0	0	150

The following section highlights the responses of the learners towards each statement

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in the questionnaire with the help of individual tables and figures.

The frequency column displays the number of observations falling under an answer class. The percent column shows the percentage of observations coming under a particular answer class out of all the available observations. The valid percent column displays the observation percentage in that particular answer class. In this column, the missing observations are not included. It shows the percentage of the whole number of responses that are available and are not missing. The cumulative percent column indicates the total percentage of participants.

Also shared is the mean, which is the average value of the entire set. The mean square is the mean of the squares of a set of numbers. Furthermore, standard deviation reveals the range of scores surrounding the mean.

1. The classes were interesting than the usual classes.

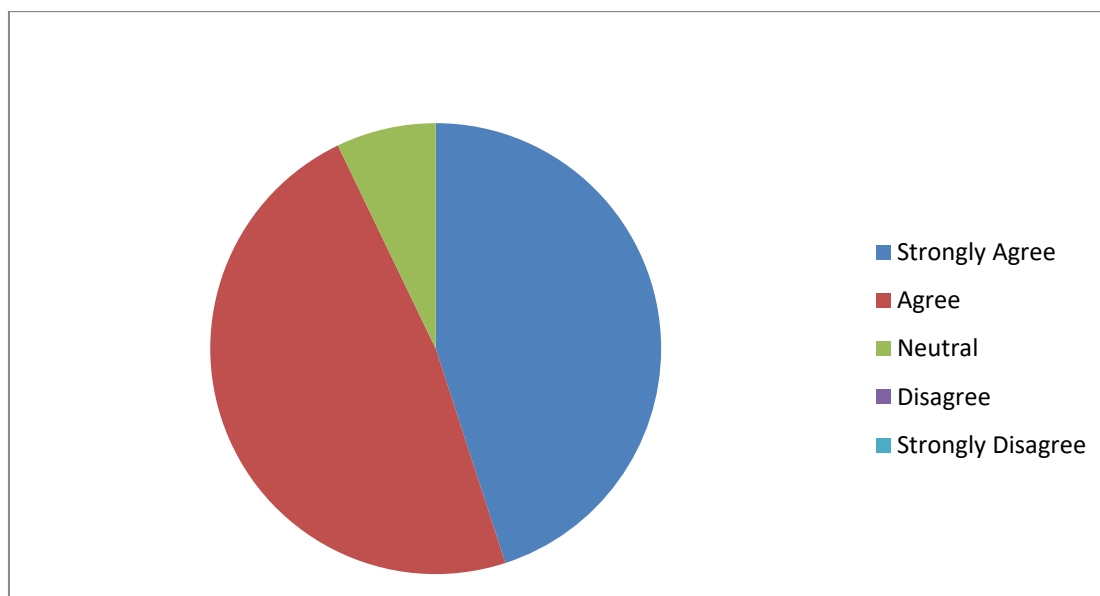
1.	The classes were interesting than the usual classes.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	63	42	45	45
	Agree	67	44.67	47.86	92.86
	Neutral	10	6.67	7.14	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	140	93.33	100	

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Figure 4.3.1 highlights the views of the learners.

Figure 4.3.1

Opinion about the classes and if they were more interesting than the usual classes.



As seen in **Table 4.3**, and **Figure 4.3.1**, 63 participants strongly agreed, 67 participants agreed, and 10 were neutral. The Mean was 1.62, the Mean Square was 3.01, and the Standard Deviation was 1.18.

2. The learning objectives both for content and language were clear in each class.

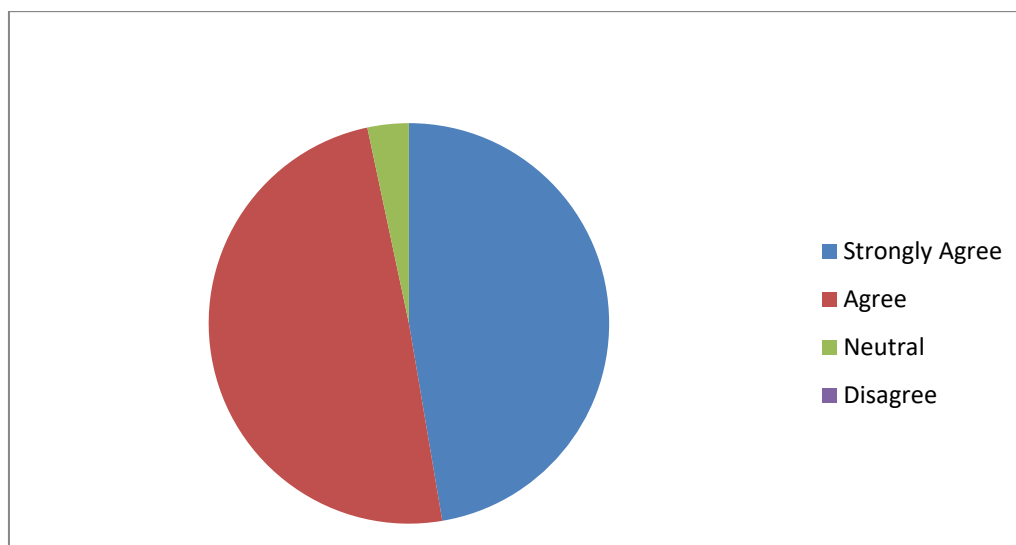
2.	The learning objectives both for content and language were clear in each class.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	71	47.33	47.33	47.33
	Agree	74	49.33	49.33	96.67
	Neutral	5	3.33	3.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

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Figure 4.3.2 highlights the views of the learners.

Figure 4.3.2

Opinion about the clarity of the learning objectives both for content and language.



As seen in Table 4.3, and Figure 4.3.2, 71 participants strongly agreed, 74 participants agreed, and 5 were neutral. The Mean was 1.56, the Mean Square was 2.75, and the Standard Deviation was 1.09.

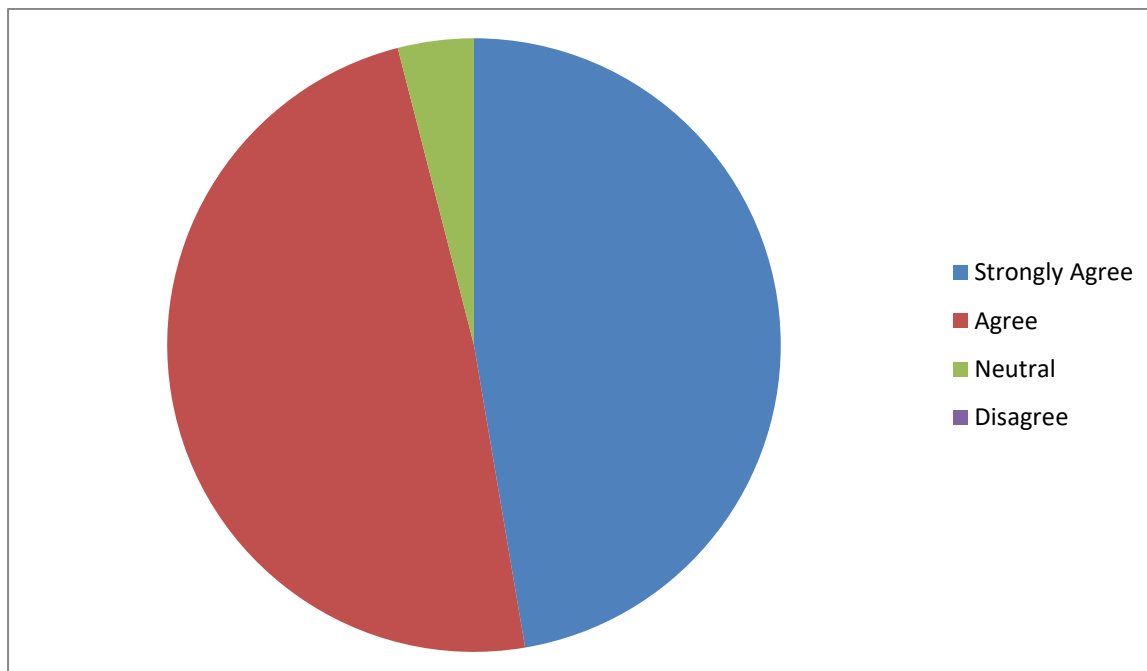
3. The materials and activities were helpful and interesting.

3.	The materials and activities were helpful and interesting.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	71	47.33	47.33	47.33
	Agree	73	48.67	48.67	96.00
	Neutral	6	4	4	100.00
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100.00	100.00	

Figure 4.3.3 highlights the views of the learners.

Figure 4.3.3

Opinion about how helpful and interesting the materials and activities were.



As seen in **Table 4.3**, and **Figure 4.3.3**, 71 participants strongly agreed, 73 participants agreed, and 6 were neutral. The Mean was 1.57, the Mean Square was 2.78, and the Standard Deviation was 1.10.

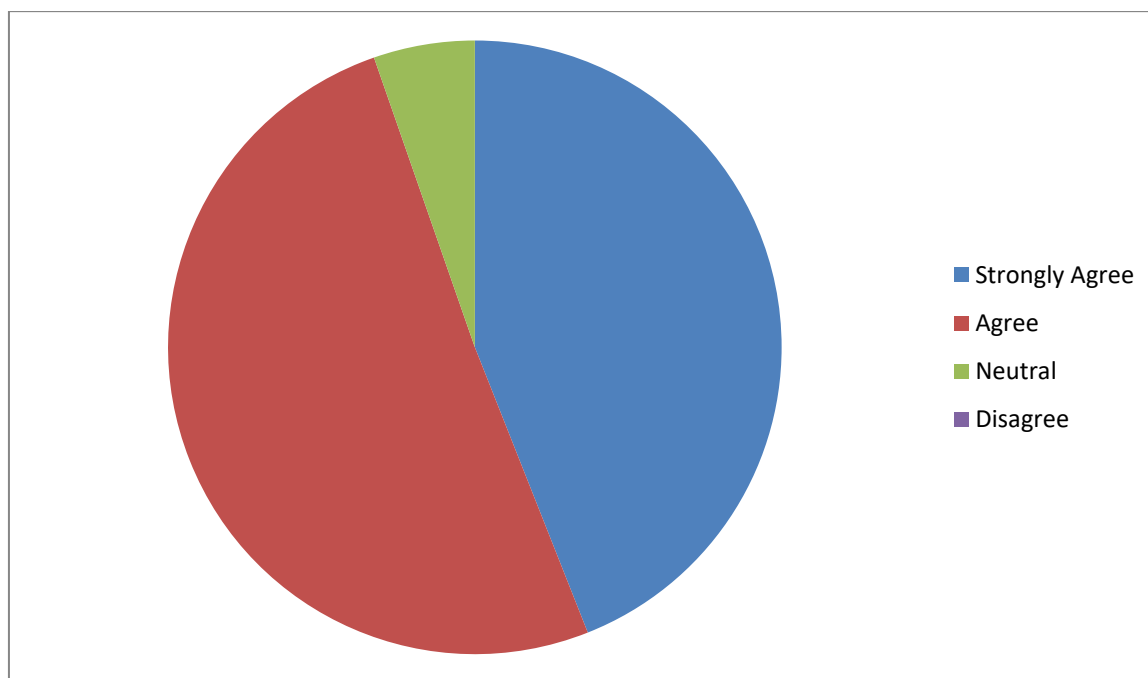
4. I learnt better about my topic and English language.

4.	I learnt better about my topic and English language.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	66	44	44	44
	Agree	76	50.67	50.67	94.67
	Neutral	8	5.33	5.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.4 highlights the views of the learners.

Figure 4.3.4

Opinion about how the classes were helpful in learning about the topic and the English language better.



As seen in **Table 4.3**, and **Figure 4.3.4**, 66 participants strongly agreed, 76 participants agreed, and 8 were neutral. The Mean was 1.61, the Mean Square was 2.95, and the Standard Deviation was 1.15.

5. The classes helped boost my confidence.

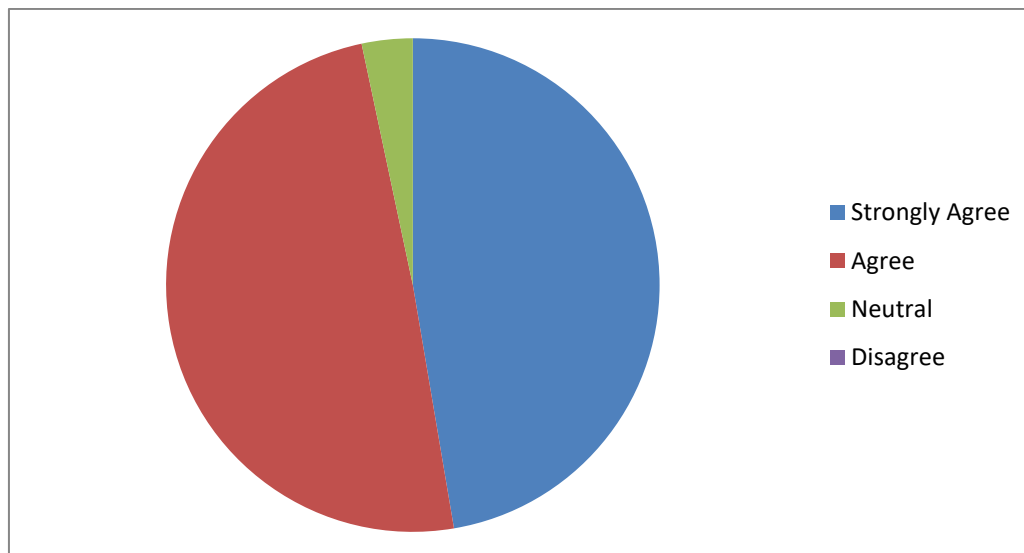
5.	The classes helped boost my confidence.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	71	47.33	47.33	47.33
	Agree	74	49.33	49.33	96.67
	Neutral	5	3.33	3.33	100.00
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

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Figure 4.3.5 highlights the views of the learners.

Figure 4.3.5

Opinion about how the classes help boost confidence.



As seen in **Table 4.3**, and **Figure 4.3.5**, 71 participants strongly agreed, 74 participants agreed, and 5 were neutral. The Mean was 1.56, the Mean Square was 2.75, and the Standard Deviation was 1.09.

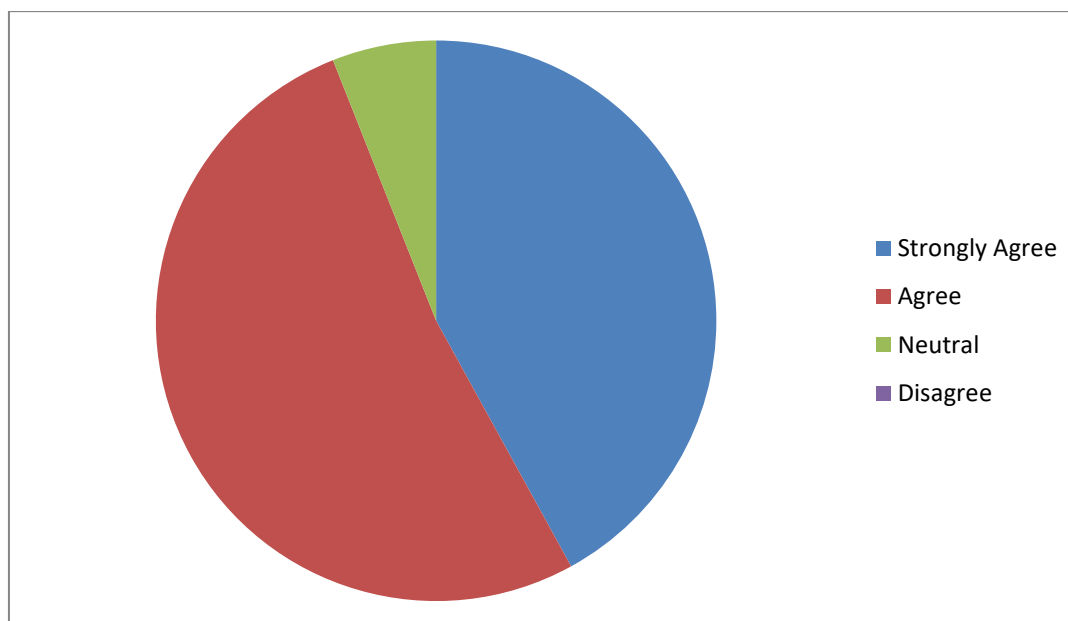
6. The classes helped me understand the topic better.

6.	The classes helped me understand the topic better.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	63	42	42	42
	Agree	78	52	52	94
	Neutral	9	6	6	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.6 highlights the views of the learners.

Figure 4.3.6

Opinion about how the classes were helpful to understand the topic better.



As seen in **Table 4.3**, and **Figure 4.3.6**, 63 participants strongly agreed, 78 participants agreed, and 9 were neutral. The Mean was 1.64, the Mean Square was 3.04, and the Standard Deviation was 1.18.

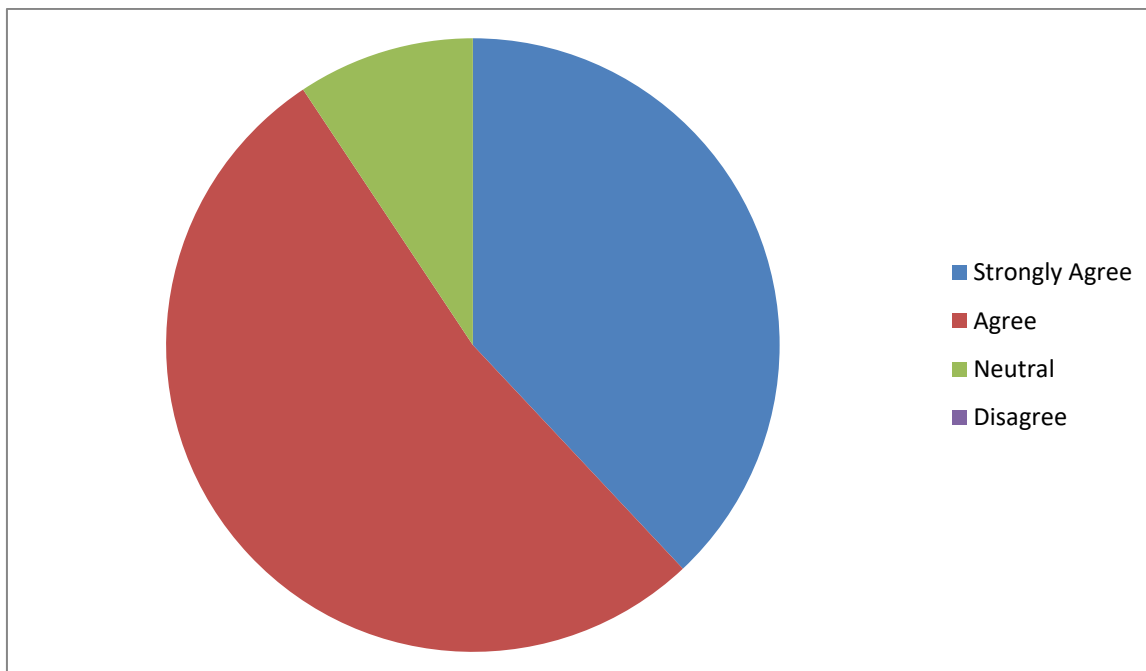
7. The classes helped in improving my pronunciation and vocabulary.

7.	The classes helped in improving my pronunciation and vocabulary.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	57	38	38	38
	Agree	79	52.67	52.67	90.67
	Neutral	14	9.33	9.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.7 highlights the views of the learners.

Figure 4.3.7

Opinion about how the classes helped in improving pronunciation and vocabulary.



As seen in **Table 4.3**, and **Figure 4.3.7**, 57 participants strongly agreed, 79 participants agreed, and 14 were neutral. The Mean was 1.71, the Mean Square was 3.33, and the Standard Deviation was 1.27.

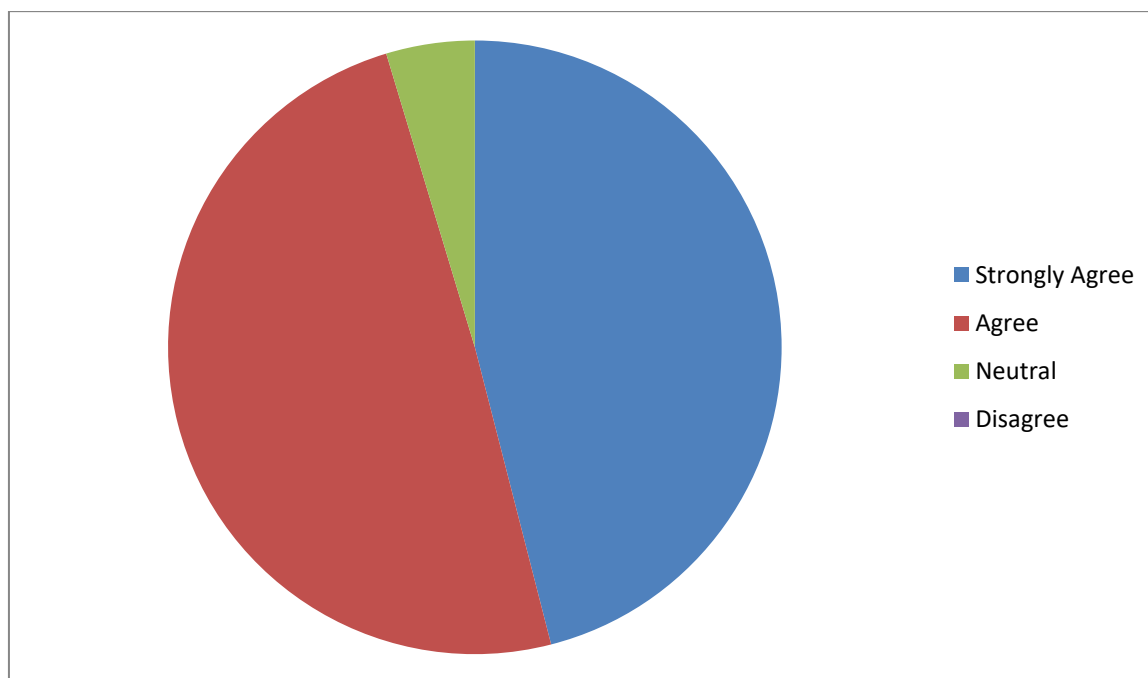
8. The classes helped me think more.

8.	The classes helped me think more.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	69	46	46	46
	Agree	74	49.33	49.33	95.33
	Neutral	7	4.67	4.67	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.8 highlights the views of the learners.

Figure 4.3.8

Opinion about how the classes made me think more.



As seen in **Table 4.3**, and **Figure 4.3.8**, 69 participants strongly agreed, 74 participants agreed, and 7 were neutral. The Mean was 1.59, the Mean Square was 2.85, and the Standard Deviation was 1.13.

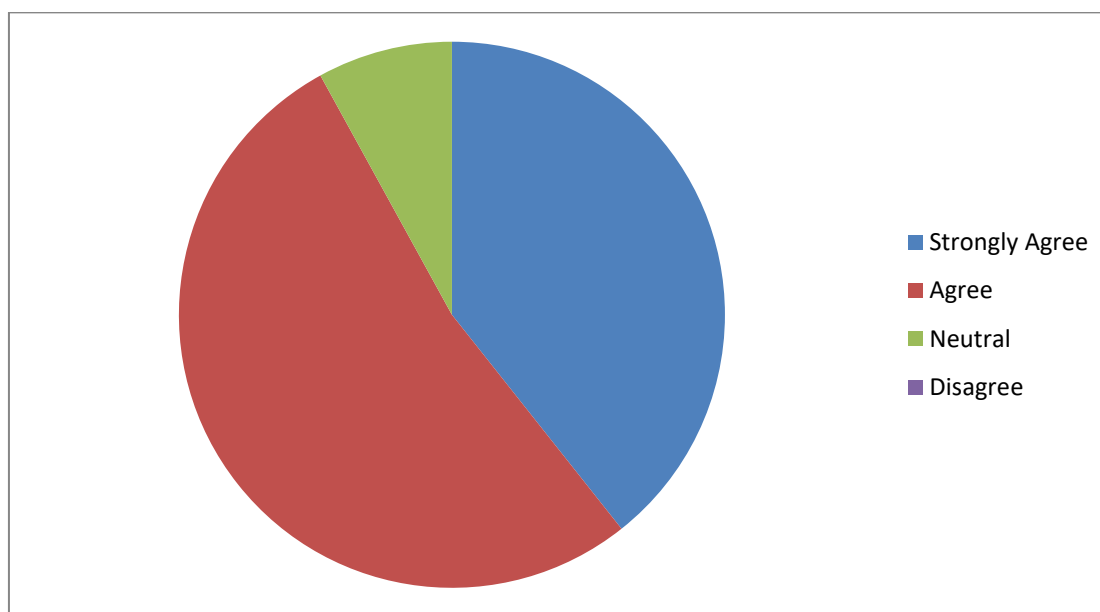
9. The activities helped me in collaborative learning.

9.	The activities helped me in collaborative learning.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	59	39.33	39.33	39.33
	Agree	79	52.67	52.67	92.00
	Neutral	12	8	8	100.00
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.9 highlights the views of the learners.

Figure 4.3.9

Opinion about how the activities helped me in collaborative learning.



As seen in **Table 4.3**, and **Figure 4.3.9**, 59 participants strongly agreed, 79 participants agreed, and 12 were neutral. The Mean was 1.69, the Mean Square was 3.22, and the Standard Deviation was 1.24.

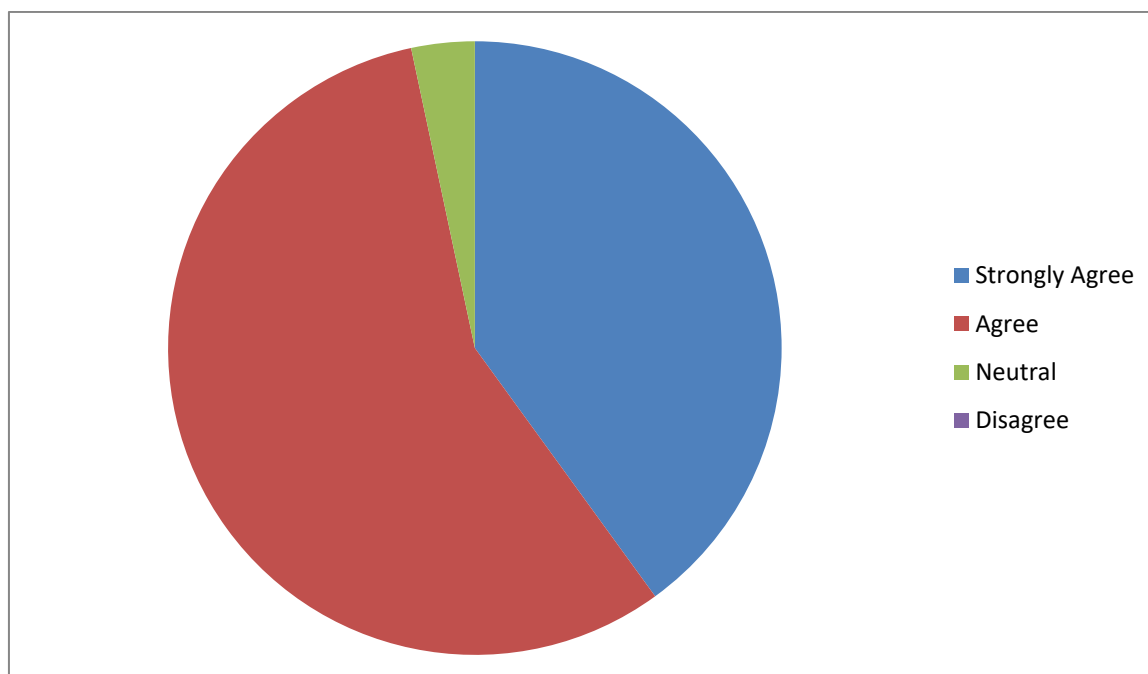
10. Classes were motivating.

10.	Classes were motivating.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	60	40	40	40
	Agree	85	56.67	56.67	96.67
	Neutral	5	3.33	3.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.10 highlights the views of the learners.

Figure 4.3.10

Opinion about how the classes were motivating.



As seen in **Table 4.3**, and **Figure 4.3.10**, 60 participants strongly agreed, 85 participants agreed, and 5 were neutral. The Mean was 1.63, the Mean Square was 2.97, and the Standard Deviation was 1.15.

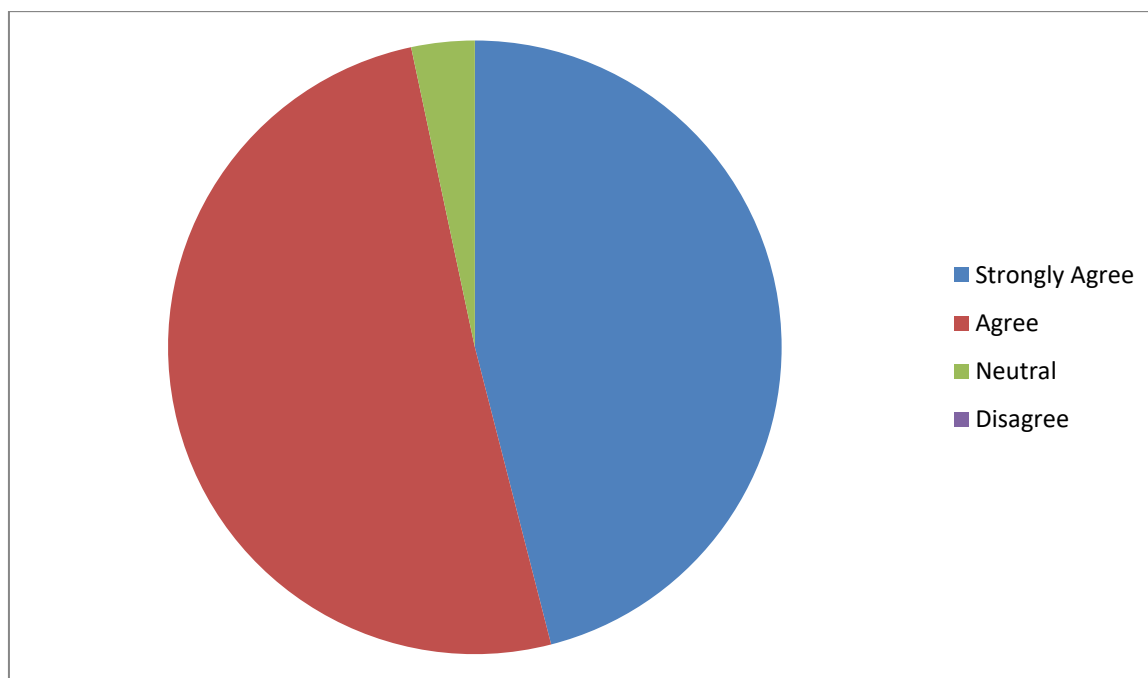
11. The classes helped me in my skills.

11.	The classes helped me in my skills.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	69	46	46	46
	Agree	76	50.67	50.67	96.67
	Neutral	5	3.33	3.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.11 highlights the views of the learners.

Figure 4.3.11

Opinion about how the classes helped in skill development.



As seen in **Table 4.3**, and **Figure 4.3.11**, 69 participants strongly agreed, 76 participants agreed, and 5 were neutral. The Mean was 1.57, the Mean Square was 2.79, and the Standard Deviation was 1.10.

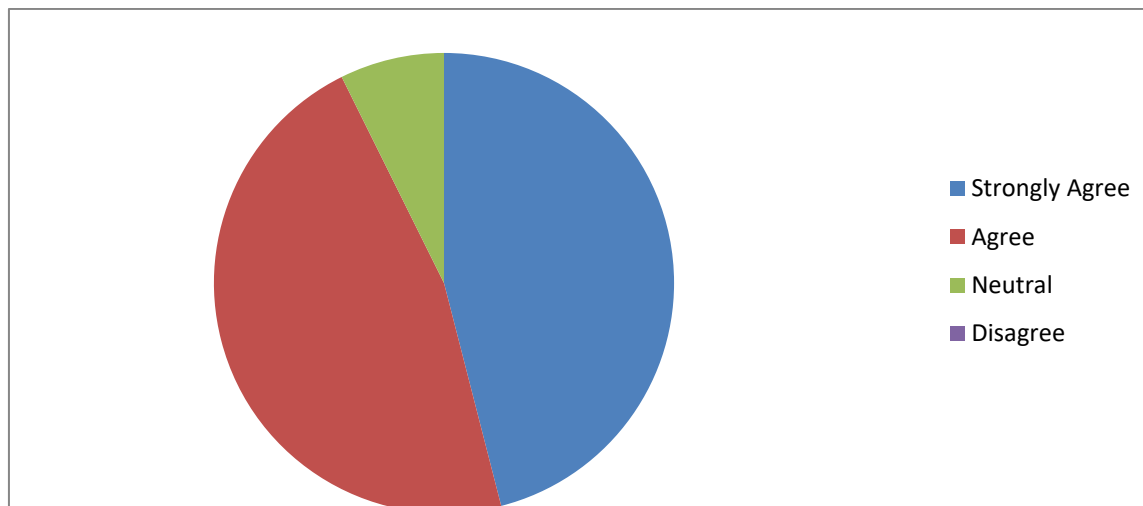
12. I see the benefit of integrated learning.

12.	I see the benefit of integrated learning.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	69	46	46	46
	Agree	70	46.67	46.67	92.67
	Neutral	11	7.33	7.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.12 highlights the views of the learners.

Figure 4.3.12

Opinion about how the participants see the benefit of integrated learning.



As seen in Table 4.3, and Figure 4.3.12, 69 participants strongly agreed, 70 participants agreed, and 11 were neutral. The Mean was 1.61, the Mean Square was 2.99, and the Standard Deviation was 1.17.

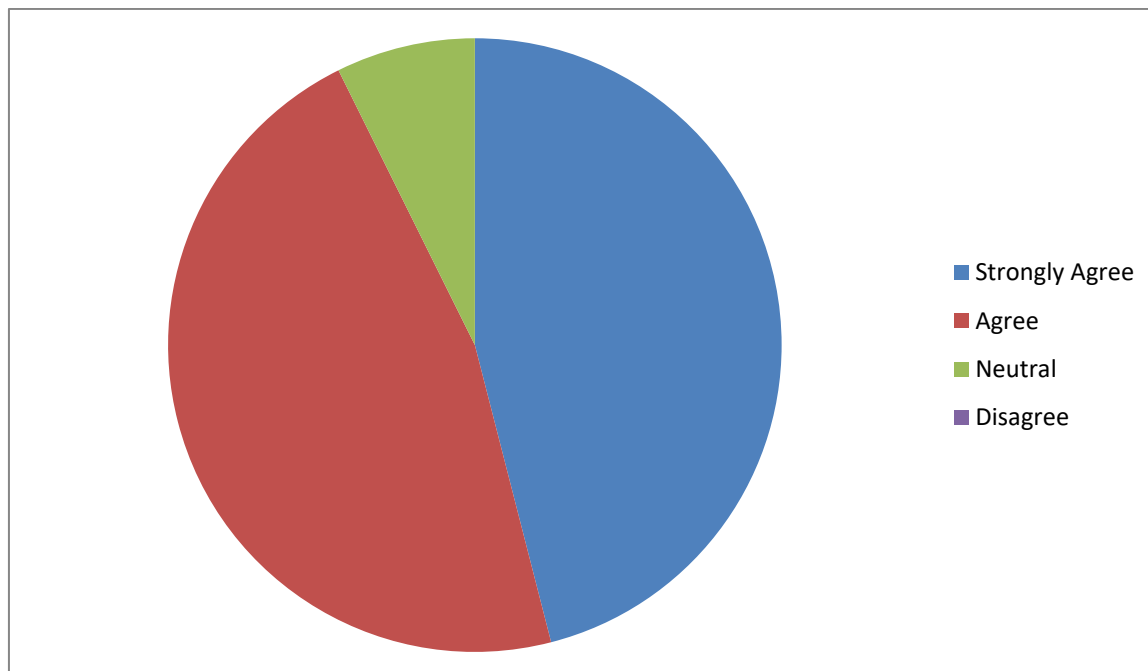
13. I feel prepared for future lessons and work opportunities.

13.	I feel prepared for future lessons and work opportunities.	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	69	46	46	46
	Agree	70	46.67	46.67	92.67
	Neutral	11	7.33	7.33	100
	Disagree	0	0	0	
	Strongly Disagree	0	0	0	
	Total	150	100	100	

Figure 4.3.13 highlights the views of the learners.

Figure 4.3.13

Opinion about how the participants feel prepared for future lessons and work opportunities.



As seen in Table 4.3, and Figure 4.3.13, 69 participants strongly agreed, 70 participants agreed, and 11 were neutral. The Mean was 1.61, the Mean Square was 2.99, and the Standard Deviation was 1.17.

A few answers were shared by the participants for the 7 open- ended questions.

1. How useful were the CLIL lessons?

Respondent	Response
1	It is very useful the CLIL lesson because with CLIL we can learn grammar and use vocabulary and speaking skills.
2	The CLIL helps me to know more a lot of lessons and increased my communication skills.
3	The CLIL lessons have helped me in improving my language skills and understanding English language in its standard form.
4	The CLIL lessons were very useful in such a way that it helps me

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	to know more about my grammar and language skills and also context used were helpful for me because I started learning it.
5	CLIL lessons were good enough. It helped to speak. I never did such kind of class. It gives us more motivation, confidence and language improvement.
6	CLIL lessons was good enough, I never did such kind of class.
7	It helps me in my speaking skill. And helped me to form a sentence in a proper order.
8	It is very useful the CLIL lessons because with content we can learn the grammar and making sentence with proper using of vocabulary and speaking skill.
9	The CLIL lessons helped in motivation and to make the learning of foreign language interesting.
10	CLIL lessons is useful because it gives us more motivation, confidence, language improvement. It is also important for our future life.
11	More motivation for speaking English.
12	The CLIL lessons is useful because it gives us more motivation, confidence, language improvement. It is also important for our future life.
13	More motivation and interest in foreign language learning.
14	The CLIL lessons were very useful to me.
15	The CLIL lessons motivated and made the learning of foreign language interesting.
16	It helps to improve my speaking skills through various ways.
17	In CLIL lesson all four language skill was combined. Listening is a normal input activity vital for language learning.
18	Through this process helped me understand the topic better with my English vocabulary.
19	I learned about my topic and English language. this classes were helpful and interesting.
20	Yes, I think CLIL lessons were useful because it is a better way of learning. It is also easy to remember and understand the topics and

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	contents.
21	Yes, I think it is very useful as it is a new way of learning. It is a easy way of understanding.
22	I learnt better about my topic and English language. It helped me to think more.
23	I learnt better my topic and English language, and this classes helped me easily to understand the topic and anything.
24	It is very useful because the classes helped me understand the lessons better.
25	It is very useful for me because it helped me to improve my English language.
26	It was useful to me and it helps me to improve my spoken English.
27	I learn better about my topic and English language. it helped me to think more.
28	It was useful for me, it helps me to improve my English.
29	It was useful for me because we got to learn both for content and language.
30	It was helpful for me. I got to learn some related topic which I did not know before.
31	As the teaching is related to our course so it is helpful and useful for me.
32	I think it is very helpful for my future life because firstly I can't correctly do a lot of language things but presently I understand all.
33	The CLIL lessons are very useful to me because it helps me in improving my skills.
34	As far as I am concerned it really helps me a lot. It motivates me to learn more.
35	The class of CLIL lessons helped in improving my pronunciation and vocabulary.
36	Lessons are very useful for me because the classes helped me understand the topic better.
37	I think it is very useful because the classes helped in my confidence to speak English with others. It improved my listening skill.

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38	CLIL lessons were very useful to me these last few days and it improved many things.
39	CLIL is very useful it made the sentence clear and helped to understand what we had done in the classroom.
40	The CLIL lessons were useful to me in terms of grammar, listening, speaking and language skills.
41	It is useful for me because I improved my pronunciation and vocabulary.
42	Yes, it helps me improving my pronunciation.
43	It is very useful the CLIL lessons because with content we can learn the grammar and make sentence with proper use of vocabulary.
44	It was helpful as I have learnt some related new topic which I did not know before.
45	It helps me to improve my speaking skills through various ways.
46	The CLIL lessons have helped me in improving my speaking skills, language skills and understanding more in English language.
47	It was so useful to us because after this CLIL lessons we got more confident to speak.
48	The CLIL helps me to know more a lot of lessons and increased my communication skills.
49	It is very useful the CLIL lessons because with content we can learn the grammar and make sentence with proper use of vocabulary.
50	It is very useful the CLIL lessons because with content we can learn the grammar and make sentence with proper use of vocabulary and speaking skill.

2. How did the CLIL materials affect your language skills?

Respondent	Response
1	By pronouncing words in the right ways and it makes me more

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	confident.
2	The CLIL material affects my language skills by developing my communication skills and makes me more confident to communicate with others.
3	The CLIL materials affected me in my grammar understanding, way of pronouncing words, vocabulary and the ways to interact with a person verbally in the right manner.
4	The CLIL material affected my language skills in such a way that it gives me a clear knowledge about sentence structure by using proper conjunction and preposition.
5	By pronouncing words in the right ways and it makes me more confident.
6	The CLIL material affects my language skills by developing communication skills and makes me more confident to communicate with others.
7	It helps me to improve my speaking skill in English, and grammar understanding, pronouncing words and vocabulary.
8	The CLIL materials has affected in my language skills, like the skills of reading and writing in English are introduced from an early point in order to compliment the skill of listening and speaking.
9	The CLIL materials affect my language skill.
10	The CLIL material has affected my language skill. Pronouncing words in the right ways and it makes me more confident.
11	The CLIL materials affect my language skills, more confidence to speak.
12	The CLIL material has affected my language skill. Pronouncing words in the right ways and it makes me more confident.
13	The CLIL materials affect my language skills. More confidence to speak.
14	CLIL is one out of the bilingual methods that has been frequently discussed.
15	The CLIL materials affect my language skills more confidence to

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	Speak.
16	The CLIL materials help in my language skills like interacting with others and how to speak properly in English using grammar.
17	Improve of speaking.
18	I got to know that through this we can learn our topic better with our language.
19	It improves my English language.
20	CLIL study has cleared our concept in a very better way. It will be useful for us to understand more our concept.
21	CLIL study will be very useful for us as it makes us understand more about our concept and make it a easy and effective way of learning.
22	It improves my language skill. I try to speak in English.
23	Yes, I am getting better with my language skills.
24	Yes, it is helpful for learning language.
25	The CLIL materials are very useful because I understand the topic and help my pronunciation.
26	My English is getting better.
27	<ol style="list-style-type: none"> 1. Improve my communication. 2. Skills better
28	Through CLIL materials I can say that my topics are more clear with my language.
29	It is very helpful to learn English language better.
30	Yes, I have understand but not all.
31	Because the concept of teaching spoken English is different and interesting for me that's why it is affective.
32	The CLIL material affect my language better, my speaking is better than past time, and this time my thinking is more developed.
33	It helps me in making sentences and it also helps me in improving my pronunciations and understand the contents easily.
34	It helps me understand my mistakes while speaking and in that way I got chances to rectify them.
35	The CLIL lessons help me in improving my pronunciation and

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	understand the topics better.
36	The CLIL classes helped me in improving my pronunciation and vocabulary and I learnt better about my topic and English language.
37	It is very helpful class. The classes improved my language and listening skills.
38	CLIL materials help me very much when it comes to writing, pronunciation, speaking and building my confidence of speaking.
39	CLIL materials help me to gain back my grammar in a simple way.
40	The CLIL materials affect my language skills in terms of intonation and pronunciation.
41	The CLIL materials affect my language skills to learn better about my topic and English language.
42	It helps me to boost up my confidence and pronunciation in vocabulary.
43	The CLIL material has affected my language skill, like the skill of reading and writing in English are introduced in order to compliment the skill of listening and speaking.
44	It was related to what we were taught and combining both CLIL and retail was a very good example. And yes, I did understand and even it wasn't enough at least I understand it.
45	The CLIL materials helps in my language skills like interacting with others and how to speak properly in English by using grammar.
46	The CLIL materials affect my language skill in my grammar; understand various content way of pronouncing words, and the way of interacting with other people.
47	It makes our language skills more fluent.
48	The CLIL material has affected my language skill, like the skill of reading and writing in English are introduced in order to compliment the skill of listening and speaking.
49	The CLIL materials affect my language skills by developing my communication skills and make me more confident to

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	communicate with others.
50	The CLIL material has affected my language skill, like the skill of reading and writing in English are introduced in order to compliment the skill of listening and speaking.

3. How have the activities helped in language and content learning?

Respondent	Response
1	The activities helped in language content learning and introducing own self. Clear activities assessment and learning of language.
2	This activities helped me to speak properly and also through this course. I learnt a lot and to know more about to serve others.
3	The activities have helped me in improving my speaking skills and provided useful information to me.
4	The activities helped me in such a way that it also improves my grammar and vocabulary apart from sentence structure. Above all it helps one in learning the lesson of the content used.
5	The activities helped me to speak properly and to know clearly what is appointed.
6	The activities helped in language and content learning more opportunity to practice.
7	I have learnt how to interact with another person. And has learnt the common words will be used in hospitality industry.
8	The activities helped in language content learning is introduction own self. Class activities, assessment and learning of language.
9	The activities helped in language and content learning has become the need a little more.
10	The activities has helped to speak properly and to know clearly what is appointed.
11	More opportunity to practice.
12	The activities has helped to speak properly and to know clearly what is appointed.
13	The activities helped in language and content learning more

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	opportunity to practice.
14	The language and content learning has been very helpful to me. The activities was easy method, this was very useful to me.
15	The activities helped in language and content learning has become the need a little more.
16	The activities helped me to improve my speaking skills and how to use in the hospitality industry.
17	The activities helped in the language and content learning more opportunity to practice.
18	Understand the content and language better.
19	The activities helped me to clear about the topic.
20	The activities really helped us to understand the content in a better way.
21	The activity is really good and helpful for us.
22	The activities helped to clear our doubt about content and language.
23	The activities helped me to clear about the topic.
24	It is very helpful in language and content learning and thinking a lot.
25	The activities helped in language and content learning because how to attend to customer and how to clear her doubts.
26	It helped to revise my lesson as well as it helped me to speak English in a confident manner.
27	The activities helped me understand any topic easily.
28	Some topics are good to recall. It will help my language as well, and through this my English speaking will be increased.
29	The activities helped me a lot to think more.
30	It was useful and I got an idea how to implement.
31	How to talk to customer politely and effectively in English.
32	The activities helped me personally in language and content for learning.
33	The activities helped me in both language and content learning because it makes the topic content easy to learn and to understand

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	the lessons easily.
34	It helps me n learning different aspects of personal communication skills it makes me want to speak more on different topics.
35	My language has improved.
36	The activities helped me in collaborative learning and it boosts my confident level and my objectives of both content and language were now clear.
37	It is very helpful because activities help to show our confidence. It helps in language and content learning.
38	The activities helped very much since later we have to practice in the work place and by doing language and content language.
39	The activities helped in language and content learning and it made learning more quickly to understand all we had done.
40	In language and content learning the activities helps me to improve my communication skills.
41	-
42	It helps me to improve my pronunciation.
43	The activities helped in language content learning.
44	It was useful and I got an idea how to implement and make a sale to the prospects and how to maintain our attitudes and use of words.
45	The activities helped me to improve my speaking skills and how to use in the hospitality industry.
46	The activities have helped me to improve my knowledge and language used in activities and the group activities. It helped me to interact with people and learned from each other.
47	Activities helped us to understand more and help our listening more clearly.
48	This activities helped me to speak properly and also through this course I learn a lot. And to know more about to serve others.
49	More opportunity to practice.
50	The activities helped in language content learning.

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4. How useful were the materials in content learning?

Respondent	Response
1	The content learning were useful to clearly know things.
2	The materials are very useful because through materials we can understand easily.
3	The materials were useful enough in content learning because it was distinctly in accordance with the content. The discussions, demonstrations and the activities proved highly knowledgeable for me.
4	It was useful and now with the help of this class I started learning so many things like abbreviations and so on.
5	The content learning was useful to clearly understand what we are going to do and know the meaning.
6	More scope for different learning styles.
7	The materials in content learning are useful as the demonstration, discussion and the activities provide knowledge for me.
8	Helpful.
9	The materials were useful.
10	Materials in content learning were useful to know clearly what we are going to do and know the exact meaning.
11	The materials in content learning to help more in vocabulary learning.
12	Materials were useful to know clearly what we are going to do and know the exact meaning.
13	The materials in content learning more vocabulary.
14	Collected a portfolio of teaching resources appropriate to content and integrated learning.
15	Vocabulary learning and confidence building.
16	The content learning is useful to me because it is needed to interact with the guest with a smiling face and proper pronunciation.
17	More scope for different learning styles.
18	It was useful as through this we got a recap of our core subject

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	lesson.
19	I have learned. But it was helpful and I have got few ideas now to implement and make a sale.
20	It is very useful for us to learn a new technique, where we can understand the content in a better and easy way.
21	It is useful material as we can clearly relate to our course.
22	I understand the content clear.
23	I understand the topic and classes little bit.
24	Very useful and helpful I learn more about content.
25	It is useful for my learning skill. I learnt better about my topic and English language.
26	It was very useful. It boosts up my confidence level.
27	I understood this class.
28	It improves our English.
29	It was very helpful for content learning we learned more about our content.
30	I understood content little bit better.
31	Materials were useful in content learning because it is related to our course and the activities were interesting.
32	It was a big help.
33	It was helpful and useful.
34	It was so useful.
35	-
36	-
37	-
38	It was very useful.
39	The materials in content learning were very useful. It makes me more understood.
40	In content learning the materials were very useful to me because it helps me to understand about the BPO course clearly.
41	-
42	It is very useful and effective.
43	It was helpful.

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44	It was helpful and I have got few ideas that I can use whenever I make a conversation or explain to someone.
45	The content learning was useful to me because it is needed to interact with the guest with smiling face and proper pronunciation.
46	The materials were useful in content learning because it helped me to understand the content and demonstrate the content. Activities improve my skill.
47	The materials in content learning were useful to us because it helps us to understand each and every sentence.
48	The materials in content are very useful because through materials we can understand easily.
49	The materials in content learning more vocabulary learnt.
50	The materials were useful.

5. How useful were the materials in language learning?

Respondent	Response
1	It was useful to improve pronunciation and communicate to talk with easy ways.
2	Materials in language learning are very important for the students, to maintain the speaking skill.
3	It helped me to improve my vocabulary and I also learn how to pronounce words in the right accent.
4	The materials were useful in language learning because as language is the first and foremost important in communication. It helps me in improving my sentence structure and speaking skill.
5	It is very useful to improve pronunciation and communicate to talk with easy ways.
6	Materials in language learning are very important for the students to maintain speaking skill.
7	The materials were useful in language learning as it helps me to

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	improve my vocabulary and learnt how to pronounce word in correct accent.
8	The useful material in language learning helps in listening, writing, reading and speaking is very important for learning language.
9	Great advantage.
10	Useful to improve pronunciation and makes it easy to communicate.
11	More scope for different learning styles.
12	Is very useful to improve pronunciation and makes it easy to communicate.
13	More scope for different learning styles.
14	The language teaching in CLIL is to develop predominantly communication competence in English.
15	To develop communication.
16	Useful because the English language is very useful in hospitality industry. Lots of people come from different places so English is used as a medium.
17	Good.
18	We got to know about how to introduce our self. And through this language learning and my vocabulary will be much better.
19	Helped me in learning skill and language.
20	I think this content and language learning is very useful in future we can talk confidently.
21	I think content and language learning is very useful and a easy way to understand. It is a easy way to learn language.
22	The classes helped me in my skill. Now I feel confidence.
23	The materials helped me in learning skill and language.
24	It is very useful because I got to know more about language.
25	Very useful. This helped to boost my confidence.
26	I can speak much more fluent English than before.
27	The materials helped me in skill learning.
28	It was very useful. My confidence level was boosted up in my English speaking.

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29	Very useful because I got to know more in details about language.
30	The classes help me in my skill.
31	The teaching technique were interesting which cleared my doubts and confusions so the materials were useful in language learning.
32	-
33	-
34	-
35	-
36	-
37	-
38	It helped me in so many things.
39	Good.
40	Very useful because it helps me to improve my language skills.
41	The materials in language are to improve my English and understanding.
42	It is very helpful for understanding what they teach and the language were clear.
43	Very useful.
44	Very useful and ideal to learn and use them for better understanding purpose.
45	Useful because English language is very useful in hospitality industry.
46	Very useful because it helps me to improve my language skill and my vocabulary and the ability to pronounce the correct words and sentences.
47	Very useful to us because it develops our listening and speaking skills a lot.
48	Important for the students to maintain the speaking skill.
49	More scope for different learning skills.
50	Very important.

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6. Do you feel CLIL will help you in your future learning? If yes, how?

Respondent	Response
1	Yes, I feel CLIL will help me by using the skill of CLIL activities and to know the role of learning in my future.
2	Yes, I feel this CLIL lesson is an eye opener for me to know how to speak, how to respect other and to maintain understanding.
3	Yes, I feel CLIL will help me in my future learning. Though it was a short duration, I have come to learn about the significant topics which can help me to improve my language skills for a good job prospect.
4	Yes, this will obviously help me a lot because I now have more confidence in my speaking and my sentence formation.
5	Yes, it will help me for my future learning by communicating and speaking with confidence with others.
6	Yes, I feel CLIL lesson is eye opener for me to know how to speak, how to respect others and to maintain discipline in our daily life. It helps me a lot.
7	Yes, I feel CLIL will help me in my future learning because I have learnt the significance to improve my language skill.
8	Yes, I feel CLIL will help me by using the skill of CLIL activities and to follow the rule of learning in my future.
9	Yes, the basis of CLIL is that content subject are taught and learning is conducted in a language. CLIL helps to prepare for future studies and working.
10	Yes, CLIL will help me for my future learning by communicating with others.
11	Yes.
12	Yes, CLIL helped me for my future learning. To communicate with others. Listening and speaking more confidently.
13	Yes, better participation in class work.
14	It will be helpful for our future.
15	Yes, I will follow the lessons. It will be helpful for our future.
16	Yes, I think CLIL will help me in my future because there are lot

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	for interact so it will be helpful.
17	Yes.
18	Yes, it is a nice concept through this I can learn both my content as well as my English speaking.
19	Yes, I need more classes. They were very useful. The idea to learn and use them for better understanding purpose.
20	Yes, CLIL will help us in future learning because now the content and language become clearer.
21	Yes, it will definitely help us in future learning as it is a new and effective way of understanding the English language.
22	Yes, these classes helped us to learn easily.
23	Yes, I need more classes because these classes helped me understand any topic easily.
24	Yes, because it is a helpful class. More idea and technique included in CLIL was good. It will help me a lot in my future.
25	Yes, very useful for my future because content and language is very important for English language.
26	-
27	Yes, I need extra classes because these classes helped me in my skill learning.
28	Yes, I learned so many things, especially English because before I never spoke in English. But after this class my confident boost up.
29	It will help me a lot in future learning. It will be useful for both content learning and language learning.
30	Yes, these classes help us to learn easily and improve.
31	It will help me in my future.
32	Yes, I strongly agree for I feel CLIL will help in my future learning. And in future I want more days for CLIL lessons.
33	Yes, I think CLIL will help me in my future learning because it improves my pronunciation and to understand the lesson easily.
34	Yes, I do. It will help me in grasping knowledge faster and more comprehensively in the future.
35	Yes, I think it will help.

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36	Yes, it will be very helpful. I feel prepared for future lessons and work opportunities and I see the benefits of integrated learning.
37	Yes, it helped in personal; attribute , confidence, listening skill, language skill etc.
38	Yes, CLIL will help especially in vocational training and even in the graduate level.
39	Yes, I think CLIL will help students to remember how important English is in our daily life.
40	CLIL will surely help me in my future learning because it will help my confidence become stronger.
41	Yes, CLIL will help in my future learning because it makes more confident and vocabulary is good and easy to learn.
42	Yes, it helps me to brush up my skills and career.
43	Yes, CLIL will help me in my future.
44	Yes, it will help us because after learning CLIL we will have many new ideas and know who and where it is appropriate to use them.
45	Yes, I think CLIL will help me in my future because there are lot of time for me to work and being polite.
46	Yes, CLIL will help me in my future learning and I have learned about the significant content and language which can help me to improve my language skill and for good job prospects.
47	Yes, CLIL will help us not only now but in our near future because English communication is always needed.
48	Yes, I felt this CLIL lesson is an eye opener for me to know how to speak, how to respect others and maintain discipline in our daily life and it helps me a lot.
49	Yes, because better participation in classroom.
50	Yes, I feel CLIL will help me by using the skill of CLIL activities and to follow the role of learning in my future.

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7. What changes would you like to recommend for the materials and activities used in the programme?

Respondent	Response
1	Appreciate.
2	I don't have anything to say because for me I am satisfied. And I learned a lot and I appreciate.
3	No, I don't have any changes to recommend for the materials and activities used in the programme. It is satisfactory for me.
4	According to me I feel that all the materials and activities used in the programme are good enough. But if we had more practice time it would be better.
5	-
6	I don't have anything to say because for me I am satisfied and I learned a lot and I appreciate what I was learnt.
7	No, I don't have any changes to recommend for the material and activities used in the programme.
8	No.
9	The activities will find this resource material interactive and useful in young children and a sense of 'I can do it' plan for further strategies to enrich their theme based learning.
10	I don't have anything to say because I learned a lot. I am satisfied and appreciate what I have learned.
11	<ol style="list-style-type: none"> 1. Ability to build community 2. Preparation and organisation skills
12	I don't have anything to say because I learned a lot. I appreciate what I had learned.
13	<ol style="list-style-type: none"> 1. Friendliness and approachability 2. The ability to develop strong relationships 3. The ability to build community 4. Preparation and organisation skills
14	Everything was perfect for me.

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15	It was perfect for me.
16	No, I don't have any recommendations.
17	-
18	-
19	We need more classes for long period.
20	Classes are really interesting.
21	Nothing, I love the classes.
22	We need some more time.
23	We need more classes, and more time.
24	I think all are good.
25	I need more time.
26	Take this course long.
27	We need more time.
28	Time should be more.
29	More PPTs.
30	Need more time and practice.
31	I want more CLIL classes and more activities.
32	-
33	-
34	I want to take up group discussion on general knowledge, current affairs and global issues.
35	-
36	-
37	-
38	I recommend if the materials and activities use more time. One hour is not enough.
39	No changes. The explanations were good.
40	Nothing to recommend because all was very good.
41	No, I don't think that the material and activities doesn't need to change.
42	I would not like to change.
43	No changes.

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44	More lessons.
45	No, I don't have any recommendations.
46	No, I don't have any changes to recommend.
47	It was better for me and I don't want any changes in this program.
48	I don't have anything to say because for me I am, satisfied and I learned a lot. I appreciate for what you have done for us.
49	<ol style="list-style-type: none"> 1. The ability to build community. 2. Preparation and organisation skills.
50	Nothing more.

4.7.2 Findings from the post-intervention questionnaire

The following are the findings from the questionnaire administered to the learners.

- The CLIL classes were found to be more interesting than the usual classes.
- The learners were even motivated by the materials and activities.
- The learners found the materials and classes meaningful.
- The learners could relate the activities to the situations they would face in their future job environment and felt that the activities helped in preparing them better.
- The learners had clarity about the language and content area and felt prepared to share their learning.
- The materials and activities were helpful and insightful. As active participants, the learners were allowed to apply their thinking and learning.
- The confidence boost among the learners made for an impactful experience.
- The classes helped to understand and clarify topics.
- The materials and activities allowed the learners to work and improve their pronunciation and vocabulary.
- The classes helped the learners to think and share their thoughts. The connection between the learners' learning and future work situations helped them think and express themselves.
- Collaborative learning helped the learners manage their own learning and motivated them to improve their skills.

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- Collaborative learning and activities helped in easy understanding, active participation, and enhanced learning.
- The group activities helped the students to have a shared experience which helped in confidence building, exchanging of ideas, experiences, previous knowledge, and cognition.
- The classes helped the learners develop their skills and grammar.
- The integrated learning helped the learners to take note of their growth and gave them confidence about their future roles.
- The learners felt prepared for future lessons and work opportunities.
- The learners agreed to the opportunity given in class to practice pronunciation and use vocabulary.
- The learners were able to use relevant vocabulary and phrases in appropriate situations.
- The learners gained knowledge about using their skills and learning new skills.
- After the intervention, the learners felt prepared to go into their job sector.
- The materials helped the learners towards self – learning.
- The materials and activities pushed the learners towards discussion, clarity and understanding.
- The learners were confident that the CLIL approach would help them with their learning, development and use of the language and content in the future life.
- The CLIL approach shall be helpful in the job sector.

4.7.3 Conducting the post - test

The post–test was oral, as speaking skills were identified as essential language skills in terms of their course and the future job market. The test had two sections similar to the pre–test; in the first section, the students had to define two critical concepts related to the content area. In the second section, the students had to introduce themselves like they would in an interview.

The rubric presented by Brown (2012) and 'Rubrics, Band scales and Boxing weights' by Ball et al., (2015) were collectively referred to in order to prepare the research assessment rubric. These bases of assessment analysis helped understand the growth of learners in both the content and language areas.

4.7.4 Findings from the post-test

The following are the findings from the post-test:

- The learners' performance was comparatively better than the pre-test.
- They were able to express themselves confidently in both sections.
- In the first section, as the learners defined two concepts related to their content area, confidence, clarity of thought, and ability to use content words were visible.
- In the second section, the learners' performance was impressive as they were asked a prevalent and vital interview question where they had to display their clear thoughts, confidence, and understanding holistically. Many took more time than allotted, but they put effort into their answer.
- Active listening and speaking among the learners had improved, as they were not hesitant.
- The learners were motivated, which was very apparent while they spoke.
- The language practice that the learners had during the activities definitely showed.
- The learners were even sharing personal anecdotes while answering the questions, which was commendable and appreciative.
- Fluency and grammatical precision were observed among the majority of the learners.
- The learners maintained active eye contact throughout the post-test, which was a very confident sign.
- Vocabulary growth was observed during the post-test.

4.7.5 Semi-structured Interviews- Questions and Findings

Semi-structured interviews were conducted for all the 150 participants and 11 trainers. The researcher followed a checklist of themes that helped to frame the questions.

The checklist for the students included the following themes:

- CLIL materials
- Intervention activities
- Collaborative learning
- Speaking skills

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- Content and language learning
- Opinions about the CLIL approach
- Interest in future CLIL courses.

The findings from the interviews are as follows:

- The learners appreciated the CLIL materials, as they mentioned that the balance between their content area and language skills was very good. They were clear about what they were learning.
- The learners mentioned that the activities helped boost their confidence, and helped them understand language and content topics. They also got clarity on how to use their content topics in a real-life situation using the language tool. Each learner appreciated the opportunity to express themselves in class during discussions and activities as it gave them ample opportunity to use the language and express their content learning.
- The learners agreed that the activities were motivational, logical and application-based. The collaborative activities were well appreciated, as they gave them a feel of a real-life situation, and they benefitted from the interaction. The individual activities were also appreciated, allowing them to showcase their individuality, thoughts and creative side.
- The learners mentioned the confidence gained concerning speaking, which was not only a job requirement but also a need for most learners.
- Integrating content and language was a welcome step among the learners, as the division of the content and language classes confused them. The isolated manner of teaching content and language enabled rote learning among the learners, which further made them less confident as individuals.
- CLIL was a much-appreciated approach to learning among the learners, who were confident about their growth after using the CLIL approach in their classes. They felt CLIL was the need of the hour, as it packaged the essential elements of language and content together without creating confusion.
- The majority of the learners were keen to be a part of future CLIL courses, as they said they would benefit from the same.

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The trainers' checklist included the following themes: CLIL materials, intervention activities, collaborative learning, speaking skills, content and language learning, their opinion about the CLIL approach, and their interest in teaching students using the CLIL approach.

The findings from the interviews are as follows:

- The trainers were quite impressed with the CLIL materials as they could see a balance between the content and language topics. A trainer had mentioned, "We teach content using language but we never thought of integrating the two. This integration helps us with better materials for both content and language topics and keeps the classes interesting."
- The activities used during the intervention were praised as they were not only informative but also interesting. The activities gave the learners a good idea of their future workplace, which is very important. A trainer shared, " I always try to make activities meaningful, but it becomes easier with help. With the CLIL approach using both language and content topics, creating activities shall become insightful."
- "Classes without active participation and collaboration are not helpful, primarily related to the hospitality sector. Hence, the collaborative learning used in the CLIL classes was very impactful." - Comment shared by a trainer. The other trainers had a similar view about the collaborative learning method used during the intervention.
- The trainers appreciated the opportunity given to the learners to use their speaking skills more effectively in class.
- The CLIL approach was highly appreciated by the trainers, who wanted to be able to conduct their classes using the approach. They favoured such an approach as they felt there was a 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. Even though these teacher-observers were first-timers to the CLIL approach, they warmed up to the positives of the approach.
- The trainers were positive about teaching their students using the CLIL approach. Their area of concern was developing lesson plans and devising an integrated mechanism. They mentioned having training sessions to learn more about CLIL and requested that materials, books and other aids be shared.

4.8 Conclusion

This chapter interpreted and analysed the data of the entire study. It started with the findings and analysis of data from the pilot study, to the findings from the discussion with the trainers, followed by the analysis and interpretation of the findings from the need analysis. These sections were succeeded by the analysis and interpretation of the post-intervention questionnaire, findings from the classroom observations, and findings from the post-test, and finally concluding with the findings from the semi-structured interviews. The final chapter shares the findings of the study.