Summary

Each moment of learning is valued, when at some level of the human emotions agree with the perception of the human brain. An indication then, that a chord is struck. The simultaneous learning of a subject matter (content) using the medium of a target language (English as a second language) arouses in the learners a feeling of contentment. Perception and emotions are synchronized. The target language is learned, the subject matter is learned, and contributions are made to the greater society at large.

The simultaneous learning of subject matter and the target language brings to the learner higher form of knowledge and in-depth understanding of both subject matter and target language. The higher form of knowledge has facilitated new creative compositions in the field of music as a performing art. Other than a musical piece of instrumental music, lyrics too were written, a conversational script (gossip in nature) was written, and narratives were paraphrased. Composing of a creative genre at the end of the CLIL process of teaching and learning is to the researcher a manner of consolidating knowledge, understanding and application of the content learned. The language skills, and the vocabulary learned are used as a means to create and share new content for learning and dissemination of information. To create something, requires, in the opinion of the researcher, an ability to conceptualize, brainstorm, organise and elaborate the content, using the vocabulary and language skills learned. The CLIL approach, as proposed in this study, had created an impact at various levels among the student participants. The impact was seen in the following:
For the student participants whose educational background has given him/her a sound foundation and ability in the use of English as a second language, the creative composition was rather different. His/her in-depth understanding of the subject matter and the target language is transmitted into musical notes. The arrangement was played on a concert flute. The process of transmission is the result of the highest form of integration in learning of the subject matter and the target language.

For the student participants whose level of proficiency in the use of English as a second language, the impact was seen in how his/her understanding of the subject matter and the target language is three different creative compositions:

1. His/her understanding of the subject matter and the target language was used to create awareness. The awareness created was on the places of importance as per the content presented in the class for learning. Lyric writing was attempted, and the music to suit the lyrics to bring about a full composition of musical pieces was arranged. The learning of the subject matter was integrated with the learning of the subject matter.

2. Another student respondent used the in-depth understanding of the subject matter and the target language in the writing of a script. A short narrative was converted into a script. The style in the use of language changed. The subject matter did not change. The script is one of gossip.

3. Other student respondents used the understanding of the subject matter and the target language is the re-writing of narratives. The style of
writing was improvised. The subject matter did not change. There was integration in the learning of the subject matter and the learning of the target language.

All the above cases are evidence of integration in the learning of subject matter and the target language. This integration of content (subject) and language learning revolves around the development of the language skills of listening, speaking, reading and writing, and the development and building of vocabulary.

The development of the language skills and the development and building of vocabulary takes up the major part of this study. The importance given to the development of each language skill and the development and building of vocabulary is with a particular purpose. The assumption being that the language skill of speaking can develop greatly with the development of all the language skills and the development and building of vocabulary. Furthermore, the oral skills as found in the oral traditions can be enhanced and promoted in the English classroom if the language skill of speaking is developed.

The development of the language skills and the development and building of vocabulary is initiated in the phase of the student participants studying conventional English literary text. Conventional texts are those which the respondents are accustomed to in terms of language used. These kinds of texts are commonly used at the school level of education.
The development of the language skills and the development and building of vocabulary is continued through a second phase of the respondents studying English literary text that are culturally related. Culturally related texts are texts with themes that are based on the lifestyle, place and culture of a people. In this case, the themes found in the text are related to the indigenous Khasis.

The impact of the integration of the learning of language and content was to be seen at two levels: the learning of English as a second language and the learning of the given content. The development of the language skills and the development and building of vocabulary is conducted through the two mentioned phases primarily:

1. To assess if the level of motivation, particularly for language learning, differs in the different given situations.
2. To assess if through association and familiarity to text or culture the proficiency of the learning of language would differ.
3. To determine if the development of all language skills can create an impact on promoting the Oral tradition in an English classroom.

In the course of this study, student participants pursuing two different courses participated in the study. The difference being that one group of students are from a purely science background for whom the course of study had no relevance to cultural situations. The other group of student participants is from an academic background where the course content is closely associated with the culture of the people.
In addition to this population of the student participants, the faculty teaching English and the faculty teaching content participated in this study. In the department where the academic background is pure science, the English teachers assessed the performance of the student participants. In the department where the academic background is related to the culture of the people, an English teacher teaching English in the department and the teachers teaching content took part in the study. The teaching faculty assessed the performance of the student participants at the completion of the CLIL processes.

The study thus focused on how the development of language skills, the learning of new vocabulary, the development of the critical thinking and the creative thinking skills are developed while the learning of content takes place. The study also focused on whether the development of the language skill of speaking can likewise develop the oral communicative skills of the learners thereby, enabling them to promote the oral tradition in the English classroom.