Chapter III
Research Methodology

3.1 Introduction

It is the purpose of this research study, to identify, how the development of all the language skills and the building of vocabulary, can refine the language skill of speaking, developing the skill further, by opening avenues to allow the learner imbibe the characteristics of the oral form of speaking in the oral traditional system of the tribal and indigenous people.

The definitive exercise conducted as part of this study to task vocabulary, and the language skills and the content presented, assessing how both (content and language) are learned, so that the oral characteristic of the spoken language is promoted.

Prior to stating the method of implementing the conceptual framework in detail, the following paragraphs in this chapter highlight the following:

a. The Problem Statement
b. Rationale of the study
c. Assumptions
d. Research Questions
e. Aim of the study
f. Study Design
g. Definition of the Population
h. Sample Size of the Population
i. Research Tool
j. Research Method
3.2. Problem Statement

The western model of Education was a well-intended intervention but has not given the local people their acknowledgement that is due to them. Instead, foreign philosophies have been instilled in a people, who today look elsewhere for their sustenance. The knowledge and skills they have acquired or are to acquire through this conceptual framework of second language education can well be used, to empower learners belonging to the tribal and indigenous communities to address their issues. An educational structure to empower communities with the language skill of speaking to enable negotiations at all levels is apt.

Another aspect to western education is that the written is considered to have greater value and significance in an oral society. This has had repercussions when addressing tribal and indigenous issues by the people whose decisions have always depended on the spoken word. Hence the absence of a framework that would suggest a formal classroom model empowering tribal and indigenous learners with the language skills, particularly the speaking skills and the oral communicative skills is apt.

3.3. Rationale of the Study

Members of the various tribal and indigenous communities have sought for employment and better opportunities outside their community due to a lack of knowledge of the kind of resources that may be present within the community; a knowledge that could have sustained the individuals as it has been in the days of old. The integration of content and language learning can revitalize traditional and indigenous knowledge.
The Policies on the Right to Education and Free and Compulsory Education for all are initiatives that can be applauded. However, in the effort to increase access to education for tribal communities, only poor schooling has been offered. This has been indicated by the MBOSE results which show a very low percentage of passed students in the rural areas. Drop outs in the rural areas too have been blatant. Survey has indicated that 75.9% of students dropped out of school in 2006 – 2007 in Meghalaya (Kharkongor (2010) p. 10).

The student population of the rural educational institutions, are to compete with the population of the urban educational institutions. They follow the same curriculum. It is one’s opinion that if the proficiency in learning of English is to reach higher planes then the curriculum in the rural educational institution, needs to be made relevant to the needs of the tribal and indigenous communities, and recognizing the knowledge and value systems of the tribal and indigenous communities.

It may be stated here that the relevance of the curriculum has two aspects: the relevance of the content used to learn English as a second language, and the relevance of tasks, particularly those which would simultaneously contribute to the promotion of English learning and oral traditional practice.

English Language Education has in other parts of the world been part of this movement; that is, making the curriculum relevant to the needs of the tribal communities. For example, Yunkaport and Kirby (2011) Yarning up Indigenous pedagogies: A dialogue about eight Aboriginal ways of learning identifies the ways of learning of pertaining to indigenous characteristics of
the Aborigines in Australia. Five other case studies have been reviewed. Three of the cases: Velez and Greenberg (1992) *Funds of Knowledge*, Foster et al Ring *my Bell* and Cazden 2003 *Seeing, Believing and Taking Action* focuses on tapping into the indigenous resources which can be used to bring the two worlds of the children, that of home and school, for better learning. The fourth case study is a case study which “was based on the philosophy that major learning in tribal context takes place through struggles on issues” (focusing on human rights) “of tribal communities.” (D’ Souza (2003). Tribal people rights, Indigenous people rights, land, culture and tradition of these populations is relevant for content learning and language learning in the English classrooms.

Indian materials for content learning go beyond folklore and legends. Indeed, folklore and legends do sensitise the learners to stories of their people, connecting them to their past and the richness of it. English Teaching is a broad profession where English is taught as a subject and other subjects are taught in English. Taking full advantage of this, the need to enhance the linguistic skills of the learners in the tribal areas in a second language, may be fulfilled when a model within the CLIL approach is taken to the classrooms.

There is no dearth of content for teaching and learning of English along the lines of tribal and indigenous perspectives. Moreover, the English teachers are no longer native speakers of the language alone. Many teachers are from the tribal and indigenous communities who already have prior knowledge of the people, their issues and their concerns. The coming together of the content and language, teachers as stated in the CLIL approach, in within
this set up may prove to be advantageous. One can thus state that the English classroom can be the focal point for all content and language development among the learners.

3.4. Assumptions

1. The learning of English as a second language can be instrumental in promoting of traditional practices.

2. In promoting the traditional practice, the content used for the learning of English, may be within the local context.

3. Motivation of the learners may be raised if content used in the English classroom is closer to home.

4. The content will motivate students to know and understand the scope and knowledge of traditional practices and institutions.

5. Sharing of knowledge and understanding of content will be done orally using various forms of speech.

6. The sharing will further motivate learners to act and solve problems.

7. Such practice will result in both the learning of content and language.

8. That the flexibility that is present in the English classrooms can cater to the community needs of regaining and revitalizing of culture, tradition, rights and resources of the tribal community.

3.5. Research Questions

1. How can the oral communicative skills/speaking skills be used as an effective tool of communication?
2. What are the possibilities of promoting, preserving the oral tradition when the learning objectives focus on developing the language skill of speaking in English as a second language?

3. How does the ability to communicate effectively empower learners to imbibe the use of the oral traditional skills in society?

4. How does English Language support the tradition practice of using oral skills?

3.6. Aim of the Study

The aim of the study is to explore the feasibility of implementing a conceptual framework within the Content and Language Integrated Learning approach for the promotion of English Language learning as a second language within the local context, thereby catering to the needs of the community.

3.7. Study Design

The study focuses on the learning of content through the development of vocabulary and the language skills of listening, speaking, reading and writing. The study also focuses on how the integration of the learning of content and language can eventually enable learners to produce creative compositions.

The process in which the study is conducted is based on the designed module (Annexure 1) which has its basis on the proposed conceptual framework. The conceptual framework proposes that linguistic ability can be learned while content presented within the cultural context is also learned.
Thus the design is well within the purview of Content and Language Integrated Learning approach.

The study is a case study and is exploratory in nature, whereby an attempt is made to implement, test and validate the module on the proposed conceptual framework. The study also explores the impact and the impression the chosen content has on the learning of English among the chosen population. Two cases are presented, where the content used in the teaching and learning of English are of two different sorts of texts. Text related to culture, such as legends, folktales, literature on the tourist spots found in the tribal and indigenous areas were used. The other sort of text was the conventional English literary text. The given population is familiar with the style found in these writings. Other than the measure of how much of the content and language is learned, the level of motivation is also assessed in the performances. This was assessed in a pilot study conducted prior to implementing the designed module.

In addition to the choice of materials used in this study, the process as to how the chosen materials are to be used has also been proposed. The proposed method of teaching and learning is spelt out in the module and the same was used in the study. The designed module focused primarily on the development of the language skills of Listening, Speaking, Reading and Writing.

The level of performance of the student participants marks the development of development of the language skills among the student participants. The criteria measuring the performance of each language skill is specified in the said module. The criteria were further simplified in the form of
a rubric (Annexure 2) used during the classroom assessment. Based on these criteria, quantitative data was collected.

Quantitative Data is collected on a day to day basis from the classes conducted with the student participants. The data collected are scores that the student participants achieved at every step of the module and the cumulative result is taken at the end of the two sessions. This data was collected from every student participant.

The findings from the data were validated by means of a check list that was distributed to the students (Annexure 3) and faculty (Annexure 4). A check list was distributed to the student participants as a way of a guided reflective method on the teaching learning process of the student participants. The findings from the check list were quantified.

The check list given to the faculty was accompanied by the creative genre of the student participants. The creative genre was the end product of the entire learning process during the course of the study. It is the assumption of the researcher that the transferring of the learning of content and language in this department would make learning more relevant and have greater impact on the learner, if and when, he or she chooses to bring out creative compositions for passing of knowledge using the oral traditional practice.

The check list is distributed to the:

1. Student participants from the Department of Music,
2. Teacher of English teaching English in the Department of Music,
3. Teachers teaching Music to the student participants from the Department of Music,
4. Teachers of English who have had no contact with the student participants from the Department of Optometry.

Qualitative Data is collected by means of an unstructured group discussion. The group discussion was held with a group of the student participants from the Department of Optometry, and the Department of Fine Arts. The discussions were held at the end of both sessions. The data from the student participants revolved around their assessment of the process followed for each language skill.

Qualitative Data is also collected from a senior representative of the Seng Khasi, a cultural organization that promotes and preserves the traditions of the Khasis. This data was collected by means of a structured questionnaire (Annexure 5). The purpose of the questionnaire was to validate the researcher’s conceptualization on the entire proposed conceptual framework.

To impart this cultural aspect of the life of U Khasi, legends, folklores and summaries written on tourist spots in the Khasi and Jaintia hills (cultural or otherwise) are taken to the classroom of undergraduate students guiding them through a process to help them decipher the deeper meaning that is found in the literature. This deciphered meaning is then reflected in the oral form by the student participants. Content and Language learning is assessed in the manner in which the deciphered meaning is reflected in the creative compositions of the student participants.

Thus, this study design is exploratory in nature, whereby, it identifies elements in two different cases in the study, which points to the feasibility of implementing the proposed conceptual framework. The conceptual framework entails the teaching of English as a second language with prime focus on both
the learning of content as well as the development of the speaking skills and
the oral communicative characteristics as a language skill.

3.8 Definition of the Population

The focused population for this study includes:

1. Postgraduates pursuing a professional course in Counselling Psychology from MLCU
2. Undergraduates pursuing professional courses in Music from MLCU
3. Undergraduates pursuing a course in Optometry from Bansara Institute of Opthomological Sciences, Shillong.
4. Assistant Professors from the Department of Fine Arts, Martin Luther Christian University (MLCU), Shillong
5. Assistant Professors from the Department of English and Communication, Martin Luther Christian University, Shillong.
6. Representatives from the Seng Khasi, a cultural organization that promotes and preserves the tradition and customs of *U Khasi*.
7. Authors of several books on Culture of the Khasis.

3.9 Sample Size of the Population

Choosing a professional course, that is closely related to the culture of
the indigenous Khasi, especially in the relationship that it may establish or
share with the oral tradition of the indigenous Khasi, is a priority. The
Department of Fine Arts was chosen as the researcher assumes that, music as
an art in its traditional form is closely related to the oral tradition as it is being explored in this study. The learning of English using the designed module could well be used here. Thus, the implementation of the module started with the Department of Fine Arts, the student participants being from the Undergraduate level. The Assistant Professors teaching Music and the Assistant Professor teaching English in the Department of Fine Arts were involved in assessing and validating the creative compositions of the student participants from this department.

To further test and implement the conceptual framework, it was also taken to a group of learners pursuing a course in Optometry and Counselling Psychology. It is understood that the contents of these courses are not related to the traditions and culture of the tribal and indigenous people as it is in the case of the Department of Fine Arts. The researcher is of the opinion that implementing and testing the conceptual framework in these departments will give the conceptual framework a firmer grounding. Thus, in addition to the sample taken from the Department of Fine Arts, undergraduate student participants were taken from Bansara Institute of Opthomological Sciences (BIOS) and the Department of Counselling Psychology too.

The researcher implemented the conceptual framework in BIOS and the Department of Counselling Psychology without involving the teachers from these departments. The researcher did not find it necessary, to request teachers, to assess participants who were attempting enhancing the development of language skills with legends and folklore also being the content for learning. This was primarily because for the purpose of this study, the researcher deemed it necessary to use content to meet the objectives of the
study. However, the Assistant Professors from the Department of English and Communication were involved, where necessary, in validating the creative compositions of the student participants from both these departments.

It was important for the researcher to understand the philosophy, beliefs, and values of U Khasi. The researcher was also of the opinion that from a cultural perspective, the affinity that U Khasi has with his land is also understood. The researcher assumes that the oral culture of the indigenous people has its roots in their philosophy, beliefs, and values. Hence, the researcher is of the opinion that the information received in from the Seng Khasi would be important. The choice made of one representative from the Seng Khasi was based on the credentials the representative held as an elder in this organization. The representative is Ma Kworshon Marbanian, an elder of the Seng Khasi. The validation of the discussions found in the query was made by three other personalities: authors and poet on the literary work on the culture of the Khasis, namely Kong Mimimon Laloo, Kong Sweetymon Rynjah, Kong Pdianglin Phanbuh, and Ma Sumar Singh Sawian an elder in the Seng Khasi who is also an author of several books on the culture of the Khasi and an editor of a local newspaper.
### Table 2: Population and Sample for the study

<table>
<thead>
<tr>
<th>Department</th>
<th>Level</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts, Martin Luther Christian University, Shillong</td>
<td>Student Participants participating in the implementation of the module</td>
<td>B.A. Third Semester</td>
<td>5</td>
</tr>
<tr>
<td>Fine Arts, Martin Luther Christian University, Shillong</td>
<td>Student Participants participating in the implementation of the module</td>
<td>B.A. Fifth Semester</td>
<td>7</td>
</tr>
<tr>
<td>English and Communication, Martin Luther Christian University, Shillong</td>
<td>Assessing and Validating the Performances of the Student Participants</td>
<td>Assistant Professors</td>
<td>8</td>
</tr>
<tr>
<td>Fine Arts, Martin Luther Christian University, Shillong.</td>
<td>Assessing and Validating the Performances of the Student Participants</td>
<td>Assistant Professors</td>
<td>7</td>
</tr>
<tr>
<td>Bansara Institute of Ophthalmological Sciences, Shillong</td>
<td>Student Participants participating in the implementation of the module</td>
<td>BSc Second Semester</td>
<td>10</td>
</tr>
<tr>
<td>Counselling Psychology</td>
<td>Student Participants participating in the implementation of the module</td>
<td>MSc CP III Semester</td>
<td>30</td>
</tr>
</tbody>
</table>
It is of the opinion of the researcher, that to explore the feasibility of implementing the conceptual framework, a huge sample is not required. The researcher assumes that if the conceptual framework creates an impact on selected sample, then a rippling effect in the learning of content and language, and promoting of the oral tradition could be caused, among various small groups of learners, over a period of time.

3.10 Research Tools

The following research tools were used to conduct the exploratory study in the departments of Music and Optometry:

1. The conceptual framework
2. The Teaching –learning module
3. The Rubric
4. The Checklist

3.11 The Conceptual Framework

In the second chapter, the Review of Literature, the conceptual framework was drawn, as a follow up of having explored related works in CLIL. The focus of the conceptual framework is on three areas viz.

1. Cultural awareness as a source of learning,
2. The development of the language skills for learning of content and language,
3. The integration of cultural awareness among the learners with the development of the language skills enhancing the creative and critical
ability in producing utterances that bears the oral characteristics of a people and how these can lead to problem solving.

3.12 The Teaching Module within the Conceptual Framework

To implement the conceptual framework, a teaching-learning module was designed with the objective to bring about cultural awareness among the learners while attempting to provide an opportunity for the learners to enhance their language skills of listening, reading, writing and speaking. All the language skills and vocabulary building is incorporated in this module.

The module is applicable to content that is related to the culture and tradition of the learners, the communities or societies. The module is also applicable to content that has been derived from the conventional English syllabus comprising of British Literature. The module has been designed with the intention where content, cultural or otherwise is simultaneously learned with the development of the language skills among the student participants. Thus, the order in which the language skills are placed in the module is as per the insights of the researcher. The objective of the module is to help realize the effectiveness of the conceptual framework in relation to the optimal level of learning of subject matter, development of the language skills to acquisition and the building of vocabulary.
3.13 The use of a Rubric for Assessment

To check the development of the language skills of the students as intended, a rubric for assessment of progress of the learners in the development of all the language skills was designed.

The use of a rubric was to check the development of the language skills set along a continuum among the student participants. The continuum commenced with assessing the degree of learning that began with the listening ability and culminates in the production of a creative genre in the spoken form. Thus, assessment took place at every level of development along content learning and language skill development.

3.14 The use of a Check List

The check list was distributed to student participants, content teachers and teachers teaching English. The content of the check list distributed to the student participants differed from the check list distributed to the teachers. The content of the check list distributed to the English teachers who do not teach a particular group of the student participants, differed from the check list distributed to the teachers teaching English and to the teachers teaching Content in one department in which the study was conducted.

The objective of giving the students a check list at the end of a discussion was to give them the space for self-reflection on the process of learning that took place over a given period of time. In other words, this is to enhance their metacognitive ability.

The objective of giving the Content and English teachers a check list was to assess the progress of the student participants in the learning of content and
language in the CLIL classroom. The assessment is made on the progress made in the learning of content, the progress made in the development of the language skills and the level acquired in the creative and critical thinking skills.

### 3.15 Research Method

Prior to the implementation of the designed module, the researcher conducted a study to assess the level of motivation among the student participants of Counselling Psychology. The level of motivation was assessed when the texts used in the learning of English was given importance within a cultural context. The content used as sample here, was connecting the counselling skills in psychology with the real situation of a people losing their land. The objective was to assess if there is motivation in the learning of English within the given context. The findings are presented and analysed.

The first phase of the study entailed the drawing up of a conceptual framework that would integrate the learning of content along the cultural aspect with the learning of English as second language. Other than the content and language integrated learning, the conceptual framework was completed with the concept that what is learned by the participants can be used in creative compositions in the lines of creative genre, thus attempting, at developing the oral communicative skills in the classroom.

The conceptual framework is drawn by the researcher in an attempt to develop a framework that would integrate content learning and language learning that would enable learners to develop their oral communicative skills
keeping closely to the oral characteristics of the oral tradition. The framework is in the form of a diagram.

To make the framework operational, a module based on this approach was designed. The module gave primary importance to the development of the language skills of the learners. However, in the event of developing the language skills of the learners, the researcher also intended to familiarize the learners with matters of culture and place (geographical area) of *U Khasi*. It is the opinion of the researcher, that this is a way of exposing the learners to literature for both content and language learning.

In exposing learners to a variety of literature, the researcher was of the opinion that dictation of learning materials (poem or prose) to the learners, were of utmost importance. This was done for every poem and prose that was used as subject matter for teaching-learning in the class. This was not to test learners with what they do not know (foreign and difficult phrases were written on the board), but rather to familiarize learners with new structures, vocabulary, meaning and situations. The listening ability of the students is being assessed after each dictation was done.

Silent Reading, was also given importance, where the learners were asked to spend time with the text that was dictated and corrected. The objective of this exercise was to provide the space and opportunity to learners to absorb the minute details of the text, from structure, punctuation marks, new words, to the meaning that lies within the written words. This exercise was part of the exposure to meaning and structure of the text.

In terms of vocabulary building, the objective of teaching-learning was not that learners were to learn the accurate meaning immediately when they
encounter new words and phrases. The students were instructed instead on making sense of the new words, terms and phrases that are new to them. Participants listed the new terms, words and phrases. Using prior knowledge and their understanding of the context in which the words were used, they were led into a group discussion and arrived at an explanation of the text on an individual basis. When required, the learners are instructed as how to derive meaning by associating a new word to the root verb. The accuracy in meaning was not a priority but, was as important, as the process in which they arrived at in making sense of the new vocabulary.

As a way of consolidating the new learning, in terms of vocabulary and content knowledge, the learners were asked to read aloud in the class. It is the opinion of the researcher, that such an attempt on the part of the learners, not only familiarizes them further with content and language, but enables the learners to begin vocalizing what they have learned in terms of tone and rhythm.

It is the opinion of the researcher that the dictation, the silent reading, the discussion on new items in the text, and the loud reading are all processes of familiarizing oneself with the content and language that is presented before the learners.

In using the designed model for the teaching the undergraduates English as a second language, the content that was used for teaching – learning was divided into two categories:

1. Literature that was not culturally related, and

2. Literature that was culturally related.
The manner in which the end exercises were conducted for the two sessions varied. In relation to literature that was not culturally related, the students were led, to put into use, the content and language learned in the process of familiarization. The questions that were put forward to the students here have been designed following the levels of ‘knowledge’, ‘understanding’, ‘application’, ‘analysis’, ‘synthesis’ and ‘evaluation’ (Forehand (2001), p. 3). It was routine that the questions for written exercises were set at the level of ‘knowledge’, ‘understanding’ and ‘application’ and the students were instructed to attempt such questions in writing. Students were given routine exercises in the form of question answers as a class exercise and a written test to test the application of the knowledge learned.

Literature that was not culturally related to the life style of U Khasi were poems and articles such as:

a. Punishment in Kinder garden, Kamala Das
b. I don’t know what to say
c. Bonsai
d. An extract from Children from a lesser God
e. Stopping by the Woods on a snowy evening
f. Right to Education
g. Of a Minister

Using literature that was not culturally related to the life of U Khasi was deliberate. The objective was to introduce, acquaint, and familiarize students with the process of enhancing the language skills and vocabulary building as per the module designed on the basis of the proposed conceptual framework.
A time slot was allotted to giving participants feedback on their performance and receiving feedback from the students on the teaching–learning sessions using the module. This entailed the discussion on the written work after the corrections were done, the building of vocabulary, the grammatical structure, the motivation level of the students in initial stages of implementing the module, a feedback on the progress in the development of the language skills of listening, speaking, reading, and writing.

Enhancing the development of the language skills was initially the prime focus, however, keeping in line with principles of the Content and Language Integrated Learning along which the conceptual framework designed; literature that was culturally related to the life of U Khasi was introduced. Literature that was culturally related to the life of U Khasi were legends, folklores and articles on topics such as:

a. David Scott
b. The East Khasi Hills and the Jaintia Hills
c. Tourist Spots in Meghalaya
d. The Magic Lime Pot
e. U Sier Lapalang
f. Why a virgin dance amongst the Khasi?
g. Ka Lieng Makaw.

The researcher continued to follow the designed module strictly, as it was in the case, when literature that was not culturally related to U Khasi was used in the class. The prime focus here was to explore if the content and language integration among the participants would result in an accurate, creative and
critical production of an oral form of communicative skill. The learners were given a choice of the creative composition in the lines of creative genre.

In producing a creative genre in the area of creative compositions in music, two assistant professors teaching music were asked to guide one student participant each in the composition of a piece of music. They were in agreement to guide the students in the assigned tasks. The two music teachers spent considerable time with the two students in their composition. However, a discussion on the purpose of the participants’ composition was held between the researcher and the Music teachers.

In the case of five student participants, their performance was assessed by four Music teachers and an English teacher. Feedback on their composition and performance was given instantly.

In the case of eight students, the composition was discussed in the class in terms of the writing ability and the written work was assessed by the researcher and the English teachers who do not teach these eight student participants.

For every language skill that is to be developed in the learners, through this process of content and language integrated learning, a rubric for assessment (Appendix 2) was also designed to assess the learning and teaching using this proposed framework. The rubric focuses on the progress of learning of the learners in terms of the language learned through the content and the content learned through the language.

The impact of this conceptual framework that has been designed within the Content and Language Integrated Learning (CLIL), was assessed by means of a check list given to both the student participants and the teaching faculty
participant, to enable the student and teaching faculty participants, reflect on the entire process of learning as guided by the conceptual framework and module, and how much of an impact it has created on them.

The check list given to the student participants focuses on the following: motivation level of learning, along the lines of degree of English language, degree of improvement of the language skills of listening speaking, reading and writing for the period when this conceptual framework was implemented, the amount of content learnt, and the manner in which this learning took place.

The check list given to the teaching faculty of music was intended to find out

1. If the teaching of English has enabled the better learning of content in the department of Fine Arts.

2. If the working together of the Assistant Professors teaching Music and the Assistant Professors teaching English has created any impact in the academic performance of the learners (A copy of the composition of all the students was attached to the questionnaire for reference).

3. The check list also explored if the Assistant Professors in Music are willing to continue collaborating with the Assistant Professors teaching English in the teaching of English in the Music Department.

A phase in the qualitative research was seeking information and opinion in the form of a descriptive questionnaire to be grounded in the
understanding of the cultural aspects of the Khasi, a questionnaire was given to a representative of the Seng Khasi. This questionnaire, sought a level of understanding on the philosophy of the Khasi culture, his relation to the land he resides upon and if this has changed with the ‘urbanized’ Khasis. The questionnaire connects the cultural awareness of U Khasi as reflected in his beliefs, values he lives by and his lifestyle to the affinity of U Khasi has with his land.

The arrangement of the language skills to be enhanced among the learners followed this sequence: Listening, Silent Reading, Writing, Loud Reading, Speaking, Writing and Speaking. The repetition of the language skills is primarily to fulfil different objectives at different levels. In this manner, the development of the language skills was given prime focus in the learning of English as a second language. The listening, speaking and oral communicative exercises, the reading and writing tasks are the language skills that indicate the progress in the learning of content and language. These skills also indicated the possibility and feasibility that such learning may play in the promotion of the oral tradition of the indigenous Khasi.

The data that has been collected from the exercises in Listening are of two categories. Analysis of the first category which has been quantified is made; a presentation of the second category is also quantified and analysed; and a final analysis and conclusion of both categories is presented by the researcher. Qualitative data collected from the student participants is also presented.

For vocabulary building, the language skill of speaking, reading and writing, the initial stages of analysis of the quantitative data was made
separately for the two situations. Analysis of the quantified data collected in
the case when the student participants used the conventional text was done
dividually, and the analysis when the data collected in the case when the
student participants used the texts that were culturally related was done
dividually. In the case of the speaking skills, the analysis of both cases was
compared.

Analysis was also made of the quantified data collected from the
Assistant professors teaching Music and English. Involving the Assistant
professors is part of the approach in CLIL.

The method of study used follows the module designed by the research
very closely. Data was collected for performances in vocabulary building, the
language skills, critical ability and creative compositions. As far as the
language skills and vocabulary building is concerned, data was collected and
analysed for two given situations. As far as the critical and creative
compositions were concerned, data and analysis of the data was made for one
situation where the student participants used the texts that were culturally
related. Analysis for each stage culminated in conclusions that were drawn on
the basis of the findings and analysis made.