Chapter IV

Findings and Analysis

4.1 Introduction

The very broad aspects of education is to enable learners to reach a level of independence where they reach a point of making informed decisions in their lives, decisions that would affect them individually, as well as create an impact on their surroundings. In this regard the language, first or second, is as important as the content used in the learning of both, the subject matter and language. Thus, the learning of a language (first or second) and the learning of content are equally important.

The focus of teaching of various subjects in education is to raise the level of awareness of what lies in the surroundings of the learners, and how the elements present around the learners can be used to bring a balance in the existence of the human race in the world. Content learning in the academic and the real world determines the level of awareness of the subject matter.

The focus of the teaching of English is to enable learners to send and receive messages effectively in the event of playing a role, in bringing about this balance as per the perception of each individual on his or her surroundings. Language, allows for the interplay of the elements present around the learners. Thus the development of the language skills of listening, speaking, reading and writing is also part of the integration of content and language.

Content and Language Integrated Learning (CLIL) approach to the teaching of a second language (English in this particular case), enables this level of awareness of the learners’ surroundings, taps into the perception of the
teachers and learners, and allows for the integration of this perception and acquired knowledge to take place at the cognitive level. This period of conceptualization is, in the opinion of the researcher, the most basic and vital aspect of learning a language. It is from here that creative thinking and critical thinking can spring out for further and higher learning of content and language.

Conceptualization is a cognitive process, one that is driven by the learners’ experience in Content and Language learning. The experience in learning of the learners occurs when they are led through a period of familiarization whereby they get to know and understand the content, content which is presented in the form of literary text. In this case study, the researcher not only envisioned, but guided student participants through stages of familiarization, knowing and understanding of content by simultaneously acquainting the learners with the language skills of listening, speaking, reading and writing, and vocabulary building.

4.2 Findings from the study conducted on students from the Department of Counselling Psychology

The researcher is of the opinion, that assessing the possibility of connecting language learning and cultural context and the impact it can have on language learning is important. In this regard, the student participants from the department of Counselling Psychology participated in the initial stages of this study on the CLIL process of teaching-learning. The findings were the following:
Along the line of content analysis, the introduction to the topic on the loss of land and impact on the tribal and indigenous people was with the ultimate aim of designing counselling modules for those whom they feel may have been victimized. This content raised awareness among the student participants on the issues of land related to their communities and they made comparisons with the different communities of other states in the Northeast.

It has been observed that in the development of the language skill of speaking, the students were:

a. Motivated to address these issues immediately after the issues were verbally shared in the class, but lacked the confidence to make the presentations. The lack of confidence was with the student participants who were especially from the rural areas.

b. Initially the speeches were disorganized, lacked depth in content, lacked precision in the use of language. The information imparted was relevant to the topic but lacked the vocabulary and the syntactic arrangement. The students also have low level of critical ability.

Through the speaking tasks, the researcher identified three levels of competency in the use of English in the class. The class was divided into groups according to their competency level in the use of English:

1. The first group was highly competent in the use of English. The group focused on solving the tribal issues through analysis and critiquing.

2. The second group’s competency in the use of English was average in the use of English. The group focused on organizing the content and identifying specific problem areas.
3. The third group’s competency in the use of English was low. The group struggled with the concept, organizing and presenting of the ideas. The researcher intervened by gradually taking this group through the process of (re) identifying the problem area, organizing the content and presenting their idea in a systematic manner.

**Analysis**

1. CLIL is applicable to students at all levels, though the teaching, approaches differ

2. CLIL is more relevant to students with the lowest level of competency in the use of English. This was when students were asked to prepare content for speech in the following manner:

   a. Conceptualisation
   b. Brainstorming
   c. Organising
   d. Elaborating

The effects of preparing for content were seen in the ability of the student participants:

1. To make presentations in the spoken form. The content presented in the spoken form was organised. The thoughts articulated in the form of opinions were well supported by facts.

2. To use appropriate vocabulary and organising the flow of sentences
4.3 Findings and Analysis on the development of the language skills

In the event of enabling the development of the language skills using the conceptual framework designed by the researcher within the CLIL framework, exercises were conducted with the student participants. This was in attempt to present opportunities for learning of the language skills of listening, speaking, reading, writing and vocabulary building. The findings and analysis on the development of the four language skills of listening, speaking, reading and writing, and vocabulary building are presented in the following paragraphs.

4.4 Findings and Analysis on the development of the Listening Skill

Listening skills exercises were conducted with the student participants. The text used to conduct the exercises were conventional (the usual poems and prose prescribed by School Educational Boards) and cultural (text written on the culture, concepts and themes of the tribal Khasi) in nature. The findings from the exercises reflect the following:

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>50% of the text written during dictation is without errors in spellings and punctuation</th>
<th>75% of the text written during dictation is without errors in spellings and punctuation</th>
<th>95% of the text written during dictation is without errors in spellings and punctuation</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>8.1%</td>
<td>56.7%</td>
<td>19%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>
Table 4: Listening Ability when using other texts (Passages that were culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The percentage of students who reach the level of proficiency in listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the text written during dictation is without errors in spellings and punctuation</td>
<td>2.7%</td>
</tr>
<tr>
<td>75% of the text written during dictation is without errors in spellings and punctuation</td>
<td>43.2%</td>
</tr>
<tr>
<td>95% of the text written during dictation is without errors in spellings and punctuation</td>
<td>29.7%</td>
</tr>
<tr>
<td>No assessment was made on account of the absence of students when the assessment was made</td>
<td>24.4%</td>
</tr>
</tbody>
</table>

The end result of the progress made by the student participants, in the level of proficiency in the listening ability, show that the level of familiarity with English as a second language among majority of the student participants remains at the 75% error free mark. As per the findings, at the end of having dictated enough passages and poems from the conventional texts similar to those found in the school curriculum, the level of development of the language skill of listening seemed to be moderate. However, the findings have indicated that there is development in the area of listening, that is, 56.7% and 19% of the student participants reached 75% and 95% free of error mark respectively at the end of having dictated seven texts of a conventional nature. The researcher reads these findings as the process of development in the familiarity with sounds, spellings, punctuation marks, and capitalisation, and presenting readable and neat handwriting among the stated percentage of the students.
On further examination however, the findings indicate that by the time the text that were culturally related were used, there has been a rise in the level of proficiency in the listening ability. This is indicated by 43% of the students attaining the 75% free from error mark, and 29% have attained the 95% free from error mark. This reflects consistency in the development of the listening ability, thus enabling a few student participants to reach the 95% free from error mark.

The dictation exercises involved listening, writing, and editing on the part of the student participants. The student participants have become very familiar with the tasks in developing their listening ability. If the listening exercises, using both the conventionally and culturally related texts, are placed along a continuum, then it is apparent that there is an increase in the percentage of the student participants reaching the 95% error mark. The increase in the level of performance may be due to the constant process of dictation where the student participants became familiar with sounds and spellings over a period of time. The correction of the exercises on a regular basis, as a means of giving students feedback may have contributed to the rise of the number of student participants reaching the 95% free of error mark.

The other reason for this increase in percentage among the student participants who attained the 95% free of error mark in the listening ability could be based on the fact that majority of the student participants belonged to the Khasi tribe. The culturally related texts were related to the stories, legends and documentation of geographical areas of the Khasi tribe. The researcher, is thus of the opinion, that the familiarity of the Khasi tribal student participants with the context of the content, has also contributed to the rise in the level of
performance on account of the context in which the content was presented. In this sense, some student participants possess prior knowledge of context related to the content that was being presented in class.

One should also take cognizance, that there has been a rise in the number of absentees among the student participants, by the time the cultural text was used for the purpose of this study. It is the opinion of the researcher that the number of student participants whose level of proficiency improved in the listening ability, are those student participants, who have been regular to the English classes. Consistency in attempting of the exercises conducted in the class is a factor that has led to the improvement of the listening ability of the student participants.

In an unstructured discussion with a group of eight students from the Department of Optometry, which was held a week after all the assessment was done, six out of the eight student participants indicated the following:

1. The listening ability improved on account of the dictation processes that were conducted at regular intervals (once a week).

Two student participants indicated the following:

1. The listening ability improved due to their ability to relate to the content that was culturally related. The two student participants belong to the Khasi tribe.

The student participants, from the Department of Music, were asked to fill a check list to indicate areas where listening ability has helped them as a language skill. The questionnaire was given to seven student participants:
Table 5: A check list on the improvement of the listening ability

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Check List</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am familiar with more English words</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am more familiar with vernacular terms used in the texts which are culturally related</td>
<td>60%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am more conscious of the need to spell correctly</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am able to spell known words correctly now</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am more familiar with the symbols of punctuation marks</td>
<td>60%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I am more aware of where I should use punctuation marks now</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>I am more familiar with correct grammatical structure of sentences</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>The listening ability has improved because of the dictation processes that were conducted at regular intervals</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The listening ability has improved because of the content that were culturally related</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

As part of the module designed under the conceptual framework, the findings have clearly indicated that the exercises conducted in listening by means of dictation, has had an impact on the student participants. It is clear that the impact of the process of developing the listening skills have aided the language learning in the following areas:
80% of the student participants indicated better familiarity with English words due to the dictation process. 20% indicated that, familiarity with the English words has to a certain extent aided in language learning. There is no indication that there has been no learning, where familiarity with the English words is concerned.

The student participants stated that their listening ability has improved because of the dictation processes that were conducted at regular intervals. At this juncture, the researcher calls to mind that the purpose of the listening exercises, by means of dictation, is to expose and familiarize the student participants with the sounds and spellings using content where English as a second language is used.

There is an indication that there has been progress in the ability of the student participants to spell words better, through guess work or possessing actual knowledge of the spellings. This is indicated by 80% and 20% in the student participants’ response to their ability to spell words correctly. There is no indication that there has been no learning here whatsoever.

The recognition of punctuation marks however sees a 60% and 40% distribution among the student participants’ familiarity with the symbols of punctuation marks. Familiarity with the use of punctuation marks in the dictation exercises shows that 40% are able to use punctuation marks to a certain extent; 40% indicated that they are able to use the punctuation marks better, and 20% have indicated that they the dictation exercises have not contributed to their knowledge on the use of punctuation marks.

In the improvement of being familiar with correct grammatical structure sentences, there is no clear indication, across the board, that the
student participants have better knowledge and understanding on the use of correct grammatical structures on account of the dictation exercises. Only 20% indicated that there is improvement in this area. There is an equal distribution of 40% where the student participants feel that there has been an improvement to a certain extent in learning of the grammatical structure, and where the students feel there has been no learning in this area.

There is consistency in the findings on the listening ability of the student participants which indicate an improvement in the skill. Familiarity is shown in the areas of vocabulary building, punctuation marks and spellings. This is supported by the findings found through assessment, the findings from the unstructured discussions, and the findings from the check list. Though the aspect of being familiar and being able to use the grammatical structures better has seen little or no progress, the dictation process however has triggered a certain aspect of the language faculty, to enable the process of learning of English using this conceptual framework within the CLIL framework.

4.5 Findings and Analysis on the development of Vocabulary Building

Though vocabulary is not a language skill per se, it is however, in the opinion of the researcher, a necessary factor that lends itself to the development of the language skills of listening, speaking, reading and writing. The process that the student participants undergo in making sense of the new items encountered within a given context is stressed over the need to possess knowledge of the exact meaning of words and phrases. It is important to note that ultimately the effectiveness of good vocabulary lies in the ability of the learners to use the vocabulary items learned in speech and writing. Thus, the
researcher stresses on the importance of ‘making sense’ of the vocabulary items over and above the need to ‘know and understand the exact meaning’ of the vocabulary items, to form the foundation and the basis on which the exact meaning is learned. The term ‘making sense’ was used by Br. B. Oman c.f.c in 1994 when teaching English to young novices who were preparing themselves for further training to teach in various schools.

In the initial stages of the research, the student participants were guided into breaking of the word into root word, suffixes, prefixes; identifying key words in the phrases or sentences; and understanding the context in which the word or phrases are used. The student participants were asked to identify five words they have no knowledge or understanding of. Group discussions were held to make sense of the words based on the context in which the words were used. Analyses were made and conclusions were drawn, shared and written.

A rubric to assess the progress by the student participants in the area of vocabulary building was used. The rubric for vocabulary building reflects the level of comprehension of the given text that the student participants picked up through ‘sense making’ of the words, phrases, and sentences during the process of listening to the text and spending time silently with the text which were then followed by discussions on the newly encountered words. The findings from the processes conducted reflect the following:
Table 6: Knowledge of Vocabulary when using conventional text (Poems and Passages that were not culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to explain the sense of the word within the given context</th>
<th>The student is able to identify synonyms and antonyms of the new words</th>
<th>The student is able to use the new word/s in a creative manner</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reached the level of proficiency in building their vocabulary to enhance language learning</td>
<td>10.8%</td>
<td>54%</td>
<td>10.8%</td>
<td>24.4%</td>
</tr>
</tbody>
</table>

Table 7: Knowledge of Vocabulary when using other texts (Passages that were culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to explain the sense of the word within the given context</th>
<th>The student is able to identify synonyms and antonyms of the new words</th>
<th>The student is able to use the new word/s in a creative manner</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reached the level of proficiency in building their vocabulary to enhance their language learning</td>
<td>2.7%</td>
<td>62.1%</td>
<td>16.2%</td>
<td>19%</td>
</tr>
</tbody>
</table>
The dictation exercises were followed by a period, when the student participants, attempted to learn new terms as part of the building vocabulary exercises. The building of vocabulary among the student participants has shown different degree of results. Where the learning of vocabulary using the conventional texts for purpose of language and content learning, the findings indicated that learning of newly encountered words remained at a level where the student participants are able to identify the synonyms and antonyms of the newly encountered words. This degree of learning is with 54% of the total number of the student participants. In the opinion of the researcher, the implication of ‘identification’ in this context is having the ability to associate meaning with the new items. The ability to use the newly encountered words in speech and writing, required yet another level of processing of the new items, in which, the association of meaning is raised to a higher level, where it brings and add meaning to other verbal and non-verbal utterances. The findings show that 10.8% of the total number of participants has reached this level when using newly encountered learned words from the conventional texts.

Where the building of vocabulary, using text that are culturally related, the higher percentage of the total number of participants, 62.1% of the total, are also at the level of learning where the student participants are able to identify synonyms and antonyms of the newly encountered words. In the ability to use the newly encountered words from the text that were culturally related, the findings indicate that 16.2% are at this level of learning the newly encountered words. There is a rise, when compared to the identifying of newly
encountered items from the conventional texts, in both the levels of learning, *viz.* identifying of synonyms and antonyms and using the newly encountered words in speech and writing.

In both cases, there is an indication of progress made in the ability of the student learners being able to make sense of the new words encountered to being able to identify synonyms and antonyms of the newly encountered words. The ability to make sense of the new words and phrases and the ability, as well as being able to identify synonyms and antonyms is, to the researcher, a process of familiarizing the leaner with the second language. Thus the percentage shown in the above chart indicates that the level of familiarization of the student participants with the newly learnt words has increased in two ways:

1. As newly learnt words begin to make sense within each given context, so was the rise in the ability of the student participants to identify antonyms and synonyms of the words learnt. In both cases the findings show that there is a high percentage of 54% and 62.1% respectively in this ability to identify or recall words that were similar in meaning and/or dissimilar in meaning. It is in the opinion of the researcher that the interpretation of this figure, states that the gap within the first phase (to explain the sense of the word) and the second phase (identify synonyms and antonyms) is a period where prior knowledge and learnt knowledge work together to help the student learners understand the context where the newly encountered words were used.
2. Understanding the context in which the newly encountered words are used, plays a vital role in enabling student participants to infer meaning from the context to make sense of the newly encountered words. The level of how much sense these newly words make to the student participants, is determined by their ability to explain what had made sense and state the synonym and antonym of the newly learned word/s and their ability to identify the synonyms and antonyms of the newly learned words.

The other aspect of this is the ability, of the student participants to explain the newly encountered words. The explanation of the newly encountered words is a task that requires of them, the skill of speaking at a very basic proficiency level. The group activity in this regard, gives the student participants the lead towards finding the appropriate description, not the explanation of the newly find words within the given context.

From a different angle yet, the student participants’ ability to connect with the process of finding the synonyms and antonyms of the newly encountered words is more apt. There prior knowledge is tapped into, so as to ensure that the newly encountered word/s, make complete sense to them. This explains the high percentage of the total number of student participants being able to recall words that are similar and dissimilar in meaning to the newly encountered words. A high percentage was reflected in both cases i.e. when the conventional text was used as well as when the culturally related text was used.

It was not the intention of this study to ensure in its entirety, that the student participants are able to creatively use extensively, the newly
encountered words in a creative manner, or in a creative genre. The researcher takes cognizance of the time span that one might take in allowing the expression of new concepts, found in the newly encountered words, to trickle into creative genre in a creative manner. Hence, it is found that 10.8% and 16.2% respectively of the total number of student participants are able to use the newly learned words in a creative manner. The ability to use the words in a creative manner is a reference to the use of the newly encountered words learned from the text and the ability to use the antonyms and synonyms associated with the new items in the creative text.

To what degree has learning taken place among the student participants? To begin with, it is apparent that the cognitive process in learning newly encountered words is triggered among the student participants. In the unstructured discussion, six of the student participants from the Department of Optometry, indicated the following in terms of vocabulary building:

1. The decrease in the red mark on their assignments tells them that they are able to make sense of the new words and phrases better with every lesson.
2. They understand paragraphs better.
3. They are able to make sense of the new words and phrases after several readings.
4. There is motivation in learning new words as they are able to explore new meanings and metaphors.

Two of the eight student participants indicated the following:

1. Things are still the same.
2. There has not been much improvement.
Through a check lists, the seven students from the department of Fine Arts indicated the following:

**Table 8: A check list on the improvement of Vocabulary Building**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Check List</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am able to identify key words in sentences</td>
<td>60%</td>
<td>40%</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>I am able to make sense of key words in sentences</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>I am able to make sense of the new words used in context</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>I am motivated to explore the exact meaning associated with the new words</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>I am able to use the new words in constructing sentences within a given context</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>I am able to use new words in conversation</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Though it is clear that vocabulary learning has taken place, Table 8, indicates the degree at which this learning has taken place. In terms of use of vocabulary items, there is an indication that the newly encountered words are used more in writing than in conversation. A 60% of the total numbers of students show that they are able to use the words more in writing than in a conversation. This is probably due to the education system that focuses primarily in the skill of writing in classroom teaching and learning. The content and accuracy of language is assessed and marked in its written form. An introduction to the process of speaking, where the content and accuracy of language are marked when used in spoken form, is an exercise where the
student participants are not accustomed to. A 20% of the total number of student participants shows that they are able to use the new vocabulary items in conversation.

When reading a text, 60% of the total number of the student participants, are able to identify key words and make sense of these key words within the given context to a certain extent. The comprehension of the text was determined by their ability to identify and make sense of the key words. There is a 60% indication, of the total number of student participants, who indicate that they now have the ability to identify and make sense of the key words in sentences and paragraphs.

At the motivation level, student participants indicate that there is motivation to explore the meaning of the newly encountered words after having gone through the process of listening, silent reading and group discussion. The findings in the unstructured discussion and the check list have reflected this.

There is a 20% of the total number of students who indicate that there has been no progress at all levels of vocabulary building. On analysis, there could be various reasons for this. From a disciplinary point of view, there has been a fall in attendance among the 20% of the student participants. Irregularity to class hinders the progress in learning as all exercises were conducted in the class, except for home assignments. However, the home assignments were based on the exercises and discussions held in the class.

Keeping in line with the objective, where the student participants widen their understanding and use of the vocabulary items, by making sense of the use of the words and phrases within this conceptual framework of the
CLIL approach, there is an indication of progress at all levels. There has been a level of achievement among the student participants in the areas of making sense of the newly encountered words, being able to use the newly encountered words, though more in writing than in conversation, and being motivated in learning the meaning of the newly encountered words.

4.6 Findings and Analysis on the development of Loud Reading

In the opinion of the researcher, to be able to read out aloud a text is to have an ability to vocalize the content presented in a literary text. Pace, clarity, rhythm, tone and pronunciation are assessed and refined, as the exercises are being conducted. The level of comprehension of the given literary text can also be assessed by the manner in which the text is read. The findings from the assessment of the performance in loud reading of the student participants are reflected in the following tables:

Table 9: Loud Reading when using conventional text (Poems and Passages that were not culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to read the text in a comfortable pace while using sense groups and rhythm and is audible enough</th>
<th>The student is able to read the text in a comfortable pace while using sense groups, appropriate rhythm and pronunciation of words in connected text and is audible enough</th>
<th>The student is able to read the text in a comfortable pace while using sense groups, appropriate rhythm and pronunciation of words in connected text, using appropriate tone and is audible enough</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>13.5%</td>
<td>48.6%</td>
<td>2.7%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>
Table 10: Loud Reading when using other text (Passages that were culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to read the text in a comfortable pace while using sense groups and rhythm and is audible enough</th>
<th>The student is able to read the text in a comfortable pace while using sense groups, appropriate rhythm and pronunciation of words in connected text and is audible enough</th>
<th>The student is able to read the text in a comfortable pace while using sense groups, appropriate rhythm and pronunciation of words in connected text, using appropriate tone and is audible enough</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>13.5%</td>
<td>51.3%</td>
<td>8.2%</td>
<td>27%</td>
</tr>
</tbody>
</table>

There is a small percentage of the total number of student participants, 2.7% and 8.2% respectively, who are able to reach a high level of proficiency in reading a text out loud in a manner where the proper sense groups, appropriate rhythm, accurate pronunciation and appropriate tone is used.

Out of the total number of student participants, there is a clear indication that majority of the student participants, 48.6% and the 51.3% respectively, reached a sound level of proficiency in the reading of a text in English whereby the student participants use comfortable pace, appropriate
rhythm and understandable pronunciation. Within this level of learning, the use of appropriate tone was absent.

The use of skills such as comfortable pace, sense groups and rhythm comes easy as these are technicalities. The technicalities involved are commonly adapted in the teaching of reading to first or second language learners. The technicalities involved are identifying of key words (content words) for stress and accent; phrases are identified for breaking up of paragraphs into sense groups and reading of a text at a comfortable pace requires a little practice before a student participant is able use this skill effectively. On the other hand, it is found that student participants require constant guidance in the use of accurate pronunciation and the use of appropriate tone in loud reading. The technicalities which are to be mastered involved are common in both cases, when the text which is of conventional in nature is used, and when the text which is culturally related is used.

In the event where the conventional text is used, the researcher assumes that the student participants would have been very familiar with conventional text, to reach a point of production in loud reading, where the mannerism in reading by the student participants would encapsulate the entire gamut of what is required in reading most effectively. The findings indicate that 2.7% of the total percentage of the student participants reached this level of proficiency in loud reading. In the opinion of the researcher, the texts presented to the student participants are either mundane, those which are repetitive in features or the exposure to loud reading using tone as practice has been lacking in the education received by the student participants in the years gone by. Hence, it is possible, that the learning objective of the student
participants is only to complete tasks, as assigned by the teacher. The need for completion of tasks may have arisen from the fact that, the text or a series of texts prescribed ought to have been completed within a given time. The association of meaning between the manner of reading and what is read is weak and thus the proficiency in the production of an appropriate tone is low. The mastering of technicalities as they have been taught is a task not easy, but, neither an impossible feat. There is little association of meaning required in pace, sense group and rhythm as and when compared with association of meaning in tone.

The findings of the proficiency of loud reading among the student participants, using culturally related text, exhibits a picture not very different from the findings of the proficiency of loud reading when the student participants were using the conventional text as stated in the preceding paragraph. The findings indicated that 51.3%, that is a majority of the student participants, are at a level where they are well in tuned with using the technicalities taught for effective loud reading. The percentage of the student participants who have reached the level of proficiency in adding tone to the reading is 8.2% of the total percentage of student participants. The researcher is of the opinion that the rise from a 2.7% of the total percentage of the student participants when using conventional texts to 8.2% of the total percentage when using texts which are culturally related has its basis in both or one of the following reasons.

1. The student participants have been guided through the process of loud reading, using all the criteria, through a series of conventional texts
used for the purpose of this study which has raised the level of
proficiency of loud reading among the student participants, therefore

2. There is an addition of cultural text amounting to the same number of
conventional texts used, raising the proficiency of the student
participants. Hence, it is a matter of how much exposure and practice
the student participants receive in loud reading.

On the other hand, it is possible that the rise in percentage of the total
number of student participants is due to their ability to relate to the content of
the literature presented in the class. The researcher takes cognizance of the
presence of a good number of tribal students in the class, who would have
understood the context, and the vocabulary found in the content presented. In
addition to this, guiding student participants in using accurate pronunciation
has added additional knowledge and understanding to the previous knowledge
acquired through early school education. Though mother tongue interference
in the aspects of pronunciation may have occurred because of fossilization, the
guidance given may have bend the accent towards neutralization, enabling
better reading ability in the production of proper rhythm, pace and tone.

Tone is a skill that requires the student participants to comprehend the
situations presented in the literary text, comprehend the language used, to
bring out the meaning and the message that is in the text. The difficulty found
among majority of the student participants, is their inability to interact with the
text and the situations presented in the text though, linguistically, they have
understood the text. Hence, the objective of this exercise is widening and
deepening the knowledge of the participant in terms of learning of content and
language and raising the level of interaction with the text through familiarization.

From a linguistic point of view, the learning through loud reading has been in the areas of recognizing and learning the use of punctuation marks to improve reading styles and abilities. This is indicated by the 100% of the total number of student participants stating that loud reading has made them aware of the importance of punctuation marks and 100% of the student participants have indicated that this has made their style of reading more effective. The following table indicates thus:

**Table 11: A check list on Loud Reading**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Check List</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find that my pronunciation has improved because of loud reading</td>
<td>80%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>I find that my loud reading has made me aware of how important punctuation marks are</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Being aware of the use of punctuation marks in the text has made my style of reading more effective in my learning of English</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Loud reading has given me more confidence when learning English</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Loud reading has raised my confidence to speak better</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I find that when my loud reading improves, my ability to speak well also improves</td>
<td>80%</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

The confidence in the student participants that have been boosted by the loud reading is indicated to be the foundation for speech making. A 100%
of the total number of student participants indicated that loud reading has raised their confidence. The confidence raised is to learn better English as well as help them be better speakers. The findings from the assessment made in the loud reading are similar to the findings in the check list given to the student participants.

In an unstructured discussion with a group of eight students from the department of optometry, the students indicated the following from their experiences in reading aloud in the class:

1. Better reading builds their confidence which in turns enables them in better speech making.
2. Loud reading has helped them improve their pronunciation.
3. They recognize punctuation marks and their uses when reading.
4. Recognizing of punctuation marks has helped them improve their style of reading.
5. It has helped build confidence and helps realize the importance of tone in loud reading.

Loud reading being the foundation of speech making is on account that loud reading enables improvement in pronunciation and style. Pronunciation and style in speech making is required to pass a message clearly and effectively. Loud reading as whole has thus directed the students in a positive manner in the learning of English as a second language especially when it is a support to the student participants’ attempt at improving their skills in speaking.
4.7 Findings and Analysis on the development of the Writing Skill

Presentation of knowledge, understanding and application of content in an organized and creative manner, using appropriate and accurate form is the objective of the written exercises. It is the assumption of the researcher that the ability to write well, is marked by the student participants’ level of comprehension of the text presented in the class for study purposes, and how logically the knowledge and understanding is presented in the written form.

The writing of the subject matter is done in two phases: the initial phase is knowledge-based where the content is presented in simple language, only to ascertain that the participants are grounded in the subject matter presented in the class. The second phase of writing focuses on the participant’s ability to organize speeches or any form of oral communicative exercises, using accurate grammatical structures and appropriate vocabulary. The process is more time consuming and detailed as the participants are led through the process of conceptualizing, the process of brainstorming, logical arrangement of thought, elaboration of ideas, and the production of consolidated ideas in a coherent manner and towards the advanced state in a creative manner.
Findings:

Table 12: Writing when using conventional texts (Poems and Passages that were not culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to use legible handwriting when exhibiting knowledge of content and knowledge of accurate form of the language when presenting content</th>
<th>The student is able to use legible handwriting when exhibiting knowledge and understanding of content, using accurate and appropriate form</th>
<th>The student is able to use legible handwriting when exhibiting the application of knowledge and understanding of content, in an organized, coherent and creative manner, using accurate and appropriate form</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>5.4%</td>
<td>46%</td>
<td>16.2%</td>
<td>32.4%</td>
</tr>
</tbody>
</table>

Table 13: Writing when using other texts (Passages that were culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is able to use legible handwriting when exhibiting knowledge of content and knowledge of accurate form of the language when presenting content</th>
<th>The student is able to use legible handwriting when exhibiting knowledge and understanding of content, using accurate and appropriate form</th>
<th>The student is able to use legible handwriting when exhibiting the application of knowledge and understanding of content, in an organized, coherent and creative manner, using accurate and appropriate form</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>8%</td>
<td>30%</td>
<td>46%</td>
<td>16%</td>
</tr>
</tbody>
</table>
It is the opinion of the researcher that matured, legible handwriting exhibits the level of experience a student participant has in education. The experience would entail the amount of activity the student participants have been involved in, in the use of the language skills particularly writing. This development and maturity seen in the handwriting would in the opinion of the researcher, tell of the experience the learner has had in education. The purpose of assessing the legibility of handwriting of the student participants is not to assess their personality nor the knowledge of content matter found in the written work.

The effort in presenting work using legible handwriting when writing assignments, enables (the occurrence of) learning during the process of writing. When focusing on aspects of the learners’ handwriting, its legibility, its development, and its maturity, content learning and language learning may take a secondary stand. However, the researcher may state here that, the thinking process, the consolidating of ideas and how language is chosen in presenting these ideas through legible handwriting is for certain, active and is to be considered. In presenting a final copy of a written exercise, the learner would have gone through the process of writing of two drafts or more. In the process of composing the drafts, the cognitive process of the learner would be active. Metalanguage would be active too.

In very colloquial terms, one may state that a matured legible handwriting gives the readers a better impression of having learned content and language than what a childlike legible handwriting would give. A matured legible handwriting is bound to present learning and newly acquired ideas in a logical, organized and coherent manner. It has been observed, that after a
period of dictation, about 30% of the mistakes committed in the spellings and punctuation marks is found in assignments where the handwriting has not developed and matured.

The dictation of passages in the class at a regular interval, has indeed shown a rise in the percentage of the student participants, from a 5.4% of the total number of student participants to 8% of the total number of student participants, in the development of presenting work, using legible handwriting and exhibiting the presence of knowledge of both content and language in their work. The rise from the 5.4% of the total number of student participants to the 8% of the total number of student participants at this very basic level indicates that knowledge of both content and language occurred. This is not to compare the level of performance of the student participants in two separate phases, that is, during the period when the conventional text was used and when the cultural related text was used. Rather, this is viewed as a growth in the development of the writing skill along a continuum that is from the period when the conventional text was used to the period when the cultural related text was used.

With regards to the level of knowledge, understanding and application of the text, when the conventional text was used, it has been observed, that the level of application of the information given in the text indicates neither consistency nor any flow along a continuum. The findings indicate that majority of the student participants are at a level where they are able to exhibit knowledge and understanding of the all conventional texts. The room for application of this understood knowledge in creative essays is lacking. There
is a 16.2% of the total percentage of students who are able to apply their knowledge in creative writing of essays.

From the findings, the researcher is able to draw two conclusions namely,

1. 16.2% of the total percentage of student participants may have received sound educational background in the presenting of thoughts in a creative manner. This is addition to the inputs that the student participants may or may not have received on how to view context from a critical point of view.

2. On the other hand, it is possible that the student participants have encountered deeper meaning and insights in what has been presented to them in the process of this study, when the conventional texts were used.

Learning may have taken place at some level as far as the knowledge and understanding of text is concerned. In other words, additional knowledge has been added to the repertoire of knowledge which the student participants have acquired over the years of education they have received. The application of knowledge is found to be lacking even in the writing process of the student participants.

With regards to a level of knowledge, understanding and application of the texts, when texts that were culturally related were used, the findings indicate a 46% of the total percentage of the student participants who attained proficiency in applying knowledge that was learned and acquired in the course when the culturally related text was presented to the student participants. The researcher is of the opinion that the level of understanding of the cultural
related texts is not only sustained but also translated into applying this knowledge and understanding of the texts.

The findings indicate a wide gap at the level of application of knowledge, when conventional texts were presented to the student participants, and when the texts that were culturally related were presented to the student participants. The jump from a 16.2% when the conventional texts were used to a 46% attaining this level could be attributed to the following reasons:

1. The consistency on producing legible handwriting on a regular basis, would have led the student participants into a process that enabled the development of the thinking process, the consolidating of ideas and how language is chosen in presenting ideas.

2. The knowledge and understanding of a text would have triggered the critical and creative ability at a more subconscious level among the student participants. Direction in the form of queries would have enabled the critical and creative production. This is turn would have raised the level of proficiency of the learners in applying the acquired knowledge.

At this juncture, the researcher is of the opinion that such practice, behaviouristic as it may seem, would have propelled the use of the critical and creative ability where the application of knowledge is concerned. Thus, what seems to be rather effective from the above interpretations is the constant exposure, direction and practice the student participants receive that would help them attain the highest level proficiency as define in the above rubric of
this study. This is irrespective of the genre or category of text that is used for content and language learning.

On the other hand, due to a high number of student participants belonging to the tribal and indigenous community, the application of knowledge would not have been a task so difficult as these student participants already carry with them prior knowledge of the culture. Relating to the content, the context in which the content would have placed would have rendered them a better position in applying the knowledge learnt.

From a language perspective, the constant feedback the student participants received from the researcher, in the form of corrections made on their assignments, could have triggered a level of awareness on how and what kind of language is used in writing. The feedback is related to accuracy in form, use of vocabulary, spelling, punctuation, capitalization, and acceptability of the language used in the writing exercises given to the student participants.

In an unstructured discussion with a group of eight students from the Department of Optometry, all seven students indicated the following from their experiences in writing in the class:

1. There has been overall improvement in writing.

The student participants may have referred to the fluency in writing they have encountered in the many occasions of writing presented to them. In the opinion of the researcher, the student participants are able to assess their level of proficiency in writing only as far as the feedback and points that are given to them in writing.
Through a check lists, the seven students from the department of Fine Arts indicated the following:

**Table 14: A check list on the improvement in the Writing ability**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Check List</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing has enabled me to learn the subject matter of all prose and poems dictated in the class</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Writing has helped me understand the subject matter of the prose and poems dictated in the class</td>
<td>80%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Writing has helped me in logically organizing the content I wish to express through speaking</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Writing has helped me in logically organizing the content I wish to express through writing</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Writing has helped me become more careful in the way I use my knowledge of English grammar</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Writing has helped me become more careful in the way I use my punctuation marks</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Writing has helped me more careful with how I spell words</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Writing has helped me improve my handwriting so that my work is neat and legible</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

The unstructured discussion with the seven student participants gave a very general overview of the development of the language skill of writing. The check list presented in the above table however, gives more specific indications of the areas where these developments have taken place among all
the student participants. The legibility of the handwriting is also included in
the check list which shows that there is improvement across 80% of the total
number of the student participants.

Across the board, a 100% of the total number of student participants
indicated that they are more aware of the need to use correct form in both
sentence structure and spellings. This mark of a 100% indicates motivation
and progress among the student participants. The 100% also indicates the level
that the focus is on sentence structure and vocabulary by the student
participants. Over a period of conducting the CLIL classes, the weakness of
the students identified in speech and writing is in using the correct form in
sentence structure and having a limited repertoire of words that could be
appropriately used. Across the many models in CLIL, the improvement in the
usage of grammatical forms, has been an area where specific models to
address this aspect is yet to be realized.

The opinion that the learning of content that has taken place in the
process of writing varies among the student participants. 60% of the total
number of student participants indicated that there was learning of content.
20% indicated that there was learning of content to a certain extent; the other
20% indicated that there was no learning at all. All in all there has been
learning of content through writing. This is supported by the 80% of the total
number of student participants who indicated that there is a level of
comprehension and understanding of the subject matter learned. This is further
supported by the 80% of the total number of student participants who
indicated that their writing has helped them logically organize content they
wish to use in speech and writing.
The development and progress in the writing skill is seen to have supported the learning of content and language. Though only a 46% (at the end period of having used the conventional and cultural text) of the total number of student participants reached the level of using legible handwriting and exhibiting the application of knowledge and understanding of content in an organized, coherent and creative manner using accurate and appropriate form, yet there is an indication that there is learning of content and the language skill of writing in the process.

### 4.8 Findings and Analysis on the development of the Speaking Skill

The ultimate objective in the working through the development of the language skills using the CLIL approach in this study was to ensure, that the language skills of listening, reading, writing and vocabulary building, support and enhance the language skill of speaking among the student participants.

The language skill of speaking was assumed by the researcher to be the key to the promotion of the oral tradition in the language classrooms. Knowledge, understanding of cultural content and English as the second language is, in the opinion of the researcher, the beginning of oral creative expressions among the student participants. Being able to express creatively using various creative genres is the hallmark of the creative expressions promoting the oral tradition.

Knowledge of content, building of vocabulary, accuracy in form and creativity in the use of language in speech is assessed as a mark of the development of the language skill of speaking. The assessment of the learning
of content and language was thus made on the basis of the student participants’ ability to speak English fluently using the content presented to them.

Table 15: Speaking Ability using conventional texts (Poems and Passages that were not culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is knowledgeable of content and delivers it using rudimentary vocabulary and form of the language</th>
<th>The student knows and understands the content of the speech and delivers it using learnt vocabulary and is proficient in the use of form</th>
<th>The student has acquired deep knowledge of the subject matter and is creative in the use of language both in form and meaning</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>13.5%</td>
<td>46%</td>
<td>13.5%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Table 16: Speaking Ability using other texts (Passages that were culturally related)

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>The student is knowledgeable of content and delivers it using rudimentary vocabulary and form of the language</th>
<th>The student knows and understands the content of the speech and delivers it using learnt vocabulary and is proficient in the use of form</th>
<th>The student has acquired deep knowledge of the subject matter and is creative in the use of language both in form and meaning</th>
<th>No assessment was made on account of the absence of students when the assessment was made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who reach the level of proficiency in listening</td>
<td>5.4%</td>
<td>56.7%</td>
<td>24.4%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>
Proficiency in the use of form to exhibit the knowledge and understanding of content is, as per the findings, a skill acquired by 46% of the total percentage of student participants when learning content and language using the conventional texts. The findings indicate that the said percentage of student participants articulate their thoughts in a more restricted and guided manner. In the opinion of the researcher, it is apparent that student participants have used their knowledge and understanding of content, primarily within the realm of how it ought to be used in a conventional classroom, where the learners are taught to think, write and speak as far as the textual content permits them. There is a great possibility that this restriction is more of a mindset of the student participants, a mindset that has been instilled in them, through the various processes of the teaching-learning that their past education system has offered them. However, though a good percentage may have been restricted to such a situation, there is a handful that could have passed beyond this given norm.

The findings in this study show that 13.5% of the total percentage of the student participants was proficient in the creative use of language in both form and meaning. At this juncture, where the conventional texts are used, the general aptitude of the student participants, the past experience in the learning and use of English as a second language, and in addition the facilitation and guidance on the part of the researcher, could have been the factors that enabled the student participants to reach a level of creativity in the use of language in both form and meaning.

At the initial stages of learning content and language, when the conventional texts were used, the percentage of student participants who were
able to speak fluently using the content in the conventional texts given was at a high of 13.5% out of the total percentage of student participants. In the opinion of the researcher, the student participants are more exposed to conventional text through their years of schooling, are thus more familiar with the language that is used in conventional yet contemporary prose and poetry. This is yet another possibility that may have contributed to the ability of the student participants in being creative in the use of language in both form and meaning.

At a later stage, when the culturally related texts were used, the percentage of student participants who were able to speak fluently was at a low of 5.4% of the total percentage of student participants. Students are able to juggle with the vocabulary so that it makes more sense to them than it would when exposed to the context of culture. On the other hand, literature on culture presented in English is, for the student participants, rather foreign. Cultural knowledge is usually introduced to the student participants in the vernacular. This is true for the Khasi student participants. As for the student participants who belong to other tribes, the content is entirely new to them.

As an observation made by the researcher, the literature related to culture and the content in it, may be foreign to the student participants belonging to the other tribal communities. However, it is seen, that these student participants, are able to relate to situations as presented in the given literature by means of comparison and analogy. The concept thus, of using the literature and content that are culturally related, when presented to them in the classroom, is one that can be applied when they speak of their communities using English. This previous knowledge justifies the 13.5% out of the total
number of student participants in learning of content and language using conventional texts and the 5.4% out of the total number of student participants in learning of content and language using culturally related texts. There is a high percentage of 56.7% out of the total number of student participants who are able to deliver speech fluently after having made sense of vocabulary and thus understand the culturally related text. Certain aspects of the content that was introduced to the student participants are those which they themselves could relate to, due to the previous knowledge they possessed, through experience in their homes and communities. It is in the opinion of the researcher that this previous knowledge enabled the student participants to deliver content in a guided manner using the content introduced in the class to which they were able to relate to. The level of understanding the text was seen in 56.7% out of the total percentage of student participants. The outcome of this cultural affiliation by means of possession of previous knowledge is motivation. The motivation for speech lies in the possession of knowledge and the desire to share this knowledge (in all probability, for personal satisfaction), justifying the proficiency in speech.

In addition to the fluency in speech, synthesizing the various elements in preparation for speech delivery viz. guidance in preparing a speech in class, using the previous knowledge they possessed and the new knowledge learned has enabled the creativity in the use of language and form in delivering a speech. This, in the opinion of the researcher accounts for the 24.4% of the student participants to be creative in the use of both content and language in speaking fluently and effectively.
As familiar as was the conventional texts to the student participants, the percentage of students in developing the language skill of speaking across the board is low. The slow progress of the students in developing the speaking skill could, in all probability, account for the high percentage of absentees among the student participants. The difficulty could have arisen from the inability of students to relate to, situations presented in the conventional text, no matter how familiar the language used in the conventional text is. On the other hand, the findings indicate, that when the students are able to relate to situations presented in the cultural text, this enables them to reach a higher level of performance.

It is the opinion of the researcher that speech in the form of group discussions, individual speech making and conversation is a process that was difficult for the student participants to grasp. The focus on form was an equally difficult task with majority of the student participants. This opinion of the researcher is supported by the findings below.

In an unstructured discussion with a group of eight student participants, seven students from the department of optometry indicated the development of the speaking skill was more in the development of the style of speaking than learning of the content and language introduced in the class. The seven students indicated the following:

1. The standard of speaking in terms of manner has been raised.
2. The style of speaking has improved.
3. They are able to connect words.
4. Enables self-expression in one’s talk
Through a check lists, the seven students from the department of Fine Arts indicated the following:

Table 17: A check list on the improvement of the speaking ability

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Check List</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group discussions has enabled me to understand the texts more thoroughly</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thorough understanding of the text has enabled me to arrange my speech in a logical manner</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Being able to arrange my speeches in a logical manner has enabled me to speak confidently in the class.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Being confident in speaking for me is due to the development of the language skill speaking</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being confident in speaking for me is due to having a thorough knowledge of content</td>
<td>60%</td>
<td>20% 20%</td>
<td></td>
</tr>
</tbody>
</table>

Content learning and the development of the language skill of speaking complement each other in the learning of content and language. The above check list presents data in a logical order as to how these complement each other.

A 100% of the total number of the student participants indicates that group discussions on the content introduced in the class has helped in the comprehension of content presented in the form of a written text. The articulation of thought based on one’s understanding of the content taught, the sharing of these ideas, the conclusions made after the discussion, all account for the level of comprehension of content among the 100% student
participants. The ideas that were generated through this form of communication on the given content, has enabled the 100% student participants to arrange their speeches in a logical manner.

There are several factors that can account for the ability of the student participants to be confident in speaking, such as making short speeches in the class. The ability has its roots in the student participants’ level of comprehension of the text. With a little bit of guidance, the student participants’ knowledge and comprehension of the given content, has enabled them to make short speeches that are logically arranged. This observation is supported by the 80% of the total number of students who support the statement that being able to make their speeches in a logical manner has boosted their confidence in speaking.

Confidence has been the focus of the student participants when focusing on the development of the language skill of speaking. The other aspects where students have indicated progress are areas of logical arrangement of thought for expression and learning, understanding and having thorough knowledge of content. There is no account that there has been any learning, let alone the progress in the learning, of sentence structure, vocabulary building, for and through the production of creative speech.

The speaking ability of the student participants has thus developed through knowledge and understanding of content. The confidence in speaking has been built and the ability to logically arrange thoughts has progressed on account of this knowledge of content learnt.
4.9 Findings and Analysis on the overall progress in the development of the language skills:

After having conducted several exercises for the learning of content and language using the module based on the conceptual framework designed and the rubric based on the module designed, the overall result in the content and language development is represented below.

Diagram 2: Overall result of the performance of the students

The pie chart shows the percentage of the student participants’ receiving the different grades at the end of the exercises that were conducted. The continuous formative assessment is used in assessing the performance of the students.

From the observations made by the researcher, the inconsistency lies in the development of two of all the language skills through the entire learning of content and language learning when using the conceptual framework among the student participants. This accounts for the 40% of the student participants achieving the ‘C’ grade.
The researcher has taken 40% of the total percentage of the student participants’ as the medial point to gauge the development of the language skills. Thus, it is understood that the 41% and above of the total percentage of the student participants are those, whose language skills of listening, speaking, reading and writing have seen progress at a higher degree. Those with 39% and below are those student participants, whose language skills have progressed partially.

The development in learning the language skills is reflected in the histogram below:

**Diagram 3: Development of the language skills among the student participants**

The overall result can further be broken up according to development in the learning of the language skills of listening, speaking, reading and writing, and vocabulary building. The above histogram indicates that there has been greater development in the language skills of listening and writing. Observing the histogram closely, the following could be read on the language skill of listening and writing in particular:
1. That from the total percentage of the student participants, the development of the language skill of listening is seen among 59% of the total percentage of student participants.

2. From the total percentage of the student participants, the development of the language skill of writing is seen among 50.5% of the total percentage of the student participants.

3. The development of the other language skills falls below 50% of the total percentage of the student participants.

4. The development in vocabulary building also falls below the 50% of the total percentage of the student participants.

One of the objectives for framing a conceptual framework for maintaining the oral tradition in English classrooms was the development of the language skill of speaking. It was hypothesized by the researcher that if the language skill of speaking is developed among the student participants, then the oral tradition can be maintained and promoted in the English classroom irrespective of whether the population of the class is heterogeneous or homogenous. After having worked at length on vocabulary building and the language skills of listening, speaking, reading and writing, the above findings and analysis indicate that the progress in the development of the language skill of speaking is with the lesser percentage of the total percentage of the student participants. There were three reasons as to the lack of development of the language skill of speaking:

1. The student participants were more accustomed with exercises in writing than speaking.
2. There was little development that occurred in the level of competency in the area of grammatical accuracy in sentence construction in speech.

3. Little development was also seen in the area of critical ability among majority of the student participants, affecting the level of performance and thus the effectiveness of speech among the student participants.

Though confidence has been built in the area of speaking among the student participants, but the effectiveness of it was lacking as many found the process of articulation of thought, difficult. They found that they express themselves better when writing. In writing, the students were able to compose a piece of gossip, a narrative story, compose songs.

In attempting the creative composition, the student participants shared their experiences in an unstructured discussion. The student participants reflected the following:

1. The task of composing creative genre was interesting as it made the characters, one writes of in the short narratives, real.

2. The task gets one to think deeply on what to write and how to write a real story

3. The task of composing a gossip conversation script, made the imagination real

4. It has been a good experience

5. The tasks involved a lot of imagination, arrangement of sentences, and becoming aware of the tenses used.
4.10 A student participants’ check list on presenting a Creative Genre

Through a check list, seven students from the Department of Fine Arts indicated the following:

Table 18: A check list on motivation level of the student participants in creative compositions

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statements</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The task on creative compositions (of recreating a story, a piece of gossip, writing the lyrics of a song or composing a musical piece) based on the dictated passages on the local and cultural situations was a good experience</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The ability to come up with creative compositions on local and cultural issues was due to the development of the language skills of listening, speaking, reading and writing</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The ability to come up with creative compositions on local and cultural issues was due to the ability to relate to content dictated which was based on local and cultural issues</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Creative composition enables you to be creative in the use of language</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Creative composition enables you to use appropriate words in the composition</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Creative composition enables you to learn how to use correct grammar in speech and writing</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The scope of your creative composition is that it can be used to speak of the local and cultural situation which you learned about in class.</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The focus of the check list on creative genre was to ascertain the degree of integration between content and language when learning English as second language, and to ascertain if there was motivation in learning of content and language on account of this.

From the findings above, there is an indication that the ability to produce a creative composition is on account of the development of the language skills, irrespective of which language skill developed faster than the other.

The other factor that enabled creative compositions among the student participants is their ability to relate to the content presented in the class to local and cultural issues. The extent of having acquired knowledge in language and content appears to be among 80% of the total percentage of the student participants.

There is an indication that there is integration of content and language at various levels. Hence, one may assume that on the basis of this, 80% of the total percentage of student participants indicated that the experience has been motivating. In the opinion of the researcher, a motivating experience is good. Thus, learning using the approach of integrating of content and language is motivating.

To be more specific on the language front, the student participants’ perception of their learning and experience with language varied from acquiring knowledge and having an ability to use appropriate vocabulary and use accurate grammatical structure in speech and writing. Greater importance is given to the ability in using grammar appropriately and accurately. 80% of the total percentage of the student participants is of the opinion that creative
composition enables them in learning to use correct grammatical structure in speech and writing. This is over the 60% of the total percentage of the student participants who are of the opinion that creative composition enables the student participants to use appropriate vocabulary. It is clear thus, through the process of metalanguage, the student participants are able to identify their language strengths and needs. The researcher is of the opinion that following one’s own progress comes from the ability of understanding one’s linguistic needs. The researcher is also of the opinion that the student participants have identified that there is a greater need among the student participants, for development in the use of correct grammatical structure over the need to enhance their vocabulary.

The variation in the degree in the ability to use correct grammatical structure and appropriate vocabulary also determines the level of creativity of the student participants. 60% of the total percentage of student participants indicates that the creative composition enables creative use of language (not necessarily in creative genres but in the day to day activity of using language in the English classrooms). 20% of the total percentage of the student participants indicates that creative composition enables creativity in creative compositions. The other 20% of the total percentage of the student participants indicates that it has had no impact on their learning. The degree of variation in the level of creativity in creative composition is determined by the degree of variation in the learning of vocabulary and the learning of grammatical structures. The degree of creativity is also determined by the level of association the student participants are able to make with meaning that is within that given context.
Whatever the results of learning of content and language through the integration of content and language, a 100% of the student participants indicated that creative composition can be used to speak of local and cultural situations. It may be the opinion of many, that conducting a study, such as a doctoral research, is not required to determine this. However, it may be stated here that the student participants ought to be taken through such an experience of learning content and the language skills, the experience of taking the student participants through the process of content and language integrated learning. This is to affirm that creative compositions can be used to address local and cultural experiences. The oral tradition cannot be maintained if the orators are not convinced.

This is the first indication throughout this study that the oral tradition can be maintained in an English classroom, when there is full or partial development in the language skills and when there is learning of content (cultural in this regard) that occurs.

4.11 Findings and Analysis on the Assessment of the teachers teaching English and Music on the Creative Genre of the student participants

As part of the CLIL process, the researcher involved the Assistant Professors teaching Music, and the Assistant Professors teaching English in the Music department to guide the student participants through the process towards show casing their creative composition which is the outcome of the integration of content and language learning.

An unstructured discussion was held with four Assistant Professors regarding the teaching of English using the CLIL approach. It is understood
through the discussions that, the Assistant Professors teaching Music see, that this approach (CLIL) of teaching English as a second language, is:

1. As an opportunity for the student participants to apply what they learn in English in their discipline thus making the learning of English in the Music department relevant.

2. Enhancing the creativity of the learners in their discipline through English learning. This complements the task of the content teachers as well as eases the task of the content teachers.

The content teachers were most willing to discuss and guide the student participants who attempted producing creative compositions. The role of the content teachers here is to guide, observe and assess the students in their creative compositions from the perspective of their field of discipline.

At the end of the CLIL classes, the students from the music department attempted lyric writing and added a tune to the lyrics. The student participants were asked about their compositions in the presence of the Assistant Professors teaching music. At the end of the performances, the feedback was related to the application of theoretical knowledge in the form of music composition (Lyrics, music). The effort was well appreciated; however, students need to refine their work.

‘Refining their work’ was related to the application of theoretical knowledge in the field of music. The significance of English as a second language in these compositions was a choice and arrangement of vocabulary items, and phrase construction in the lyrics, following rhythmic patterns that would suit the musical arrangement in these songs. The same lyrics were assessed by the Assistant Professors teaching Music and English.
Table 19: Feedback from the Assistant Professors teaching Music on the performance of the music student participants

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statements</th>
<th>Yes</th>
<th>To a certain extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquired adequate knowledge as per the content dictated in the class</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acquired understanding of the knowledge of the content dictated in the class</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Acquired adequate knowledge and understanding for composition of lyrics / instrumental piece as per the content dictated in the class</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into their creative composition in the form of lyrics, and musical arrangement</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Presented the creative composition in a creative manner</td>
<td>42.86%</td>
<td>57.14%</td>
</tr>
<tr>
<td>6</td>
<td>Presented the creative composition in an appealing manner</td>
<td>71.43%</td>
<td>28.57%</td>
</tr>
</tbody>
</table>

As per the assessment of the four Assistant Professors teaching Music, what is lacking in the creative composition of the student participants is the lack of creativity in the composition. The lack of creativity is reflected in the manner in which the composition is presented both in writing and performance. However, the acquisition of knowledge as per the content presented in the class has taken place. Moreover, the transfer of this knowledge into the creative composition has been established. Creativity in the manner of writing the lyrics and presenting it to appeal the readers may be lacking but not absent.
The check list that was given to the Assistant Professors teaching Music was also given to the Assistant Professor teaching English to the student participant studying Music. The findings from the check list are as follows:

**Table 20: Feedback from the Assistant Professor teaching English on the performance of the music student participants:**

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Statements</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquired adequate knowledge as per the content dictated in the class</td>
<td>71.43%</td>
<td>28.57%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acquired understanding of the knowledge of the content dictated in the class</td>
<td>71.43%</td>
<td>28.57%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Acquired adequate knowledge and understanding for composition of lyrics / instrumental piece as per the content dictated in the class</td>
<td>57.15%</td>
<td>42.85%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into their creative composition in the form of lyrics, and musical arrangement</td>
<td>57.15%</td>
<td>42.85%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Presented the creative composition in a creative manner</td>
<td>57.15%</td>
<td>42.85%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Presented the creative composition in an appealing manner</td>
<td>28.57%</td>
<td>71.43%</td>
<td></td>
</tr>
</tbody>
</table>

The findings above also indicate that creativity in the manner in which the learners present their creative composition is lacking but not absent. The distribution of the percentage indicates the need for refinement in creativity so that the creative composition becomes appealing.
The acquisition of knowledge and understanding of the content presented is indicated to be among a higher percentage of a 71.43% of the total percentage of the student participants. This indicates that the learning of language has taken place. The level of comprehension is higher in the area of making sense of new vocabulary and recognizing patterns in sentence structure.

From a language perspective, the percentage of the total number of the student participants acquiring enough knowledge and being able to transfer this knowledge and content presented in the class was 57.15%. This shows, that the student participants have the ability to use the content learned and the language skill of writing, which they are more proficient in (as compared to the other language skills), in creative compositions. However, refinement in the presentation of these creative composition, is wanting.

A creative composition by one of the student participant was the composing a musical piece. The musical piece was composed after the reading of three Khasi folklores. The objective of the exercise was to bring out the emotions of women, as written in the given folklore in a composition of a piece of musical arrangement. The student participant drew to conclusion that ‘compassion’ was the dominating emotion in the folklores presented. He transferred this knowledge to composing a musical piece. The critical ability and creative ability was assessed in this creative composition. The musical piece was presented on a musical score. This score was assessed by the Assistant Professors teaching Music, who drew the following conclusions:
1. Composition: Overall, the composition is simple; however, the composer (student participant) has been able to apply the theoretical knowledge into his composition.

2. Dynamics: Although he used very simple dynamics, the arrangement is appropriate and suits the flow and tonality of music.

3. Melodic Structure: The melody is smooth and graceful, with the rise and fall in pitch, adding more depth and beauty to the piece.

4. Mood: the concept of the composition is clearly interpreted throughout the piece right from the dynamics to the melodic structure involved.

The observations and conclusions that were drawn by the Assistant Professors in Music is a strong indication of the outcome of an integration of content and language. In the opinion of the researcher, the student participant’s critical ability has been enhanced so that a creative piece of music is composed.

At the end of the check list given to the Assistant Professors teaching Music and the Assistant Professor teaching English, two questions relating to the integration of content and language learning among the student participants were given to the Assistant Professors teaching Music and English. The responses to these questions were as follows:

A. From the assessment that you had made, is there in your opinion, scope that the English Language can be learnt simultaneously while the student participants acquire knowledge along content that are locally and culturally related?
‘Definitely’ was the response received from the point of view of the Assistant Professor teaching English, and ‘Yes’ was the response received from both Assistant Professors teaching Music.

B. From the assessment above, are you of the opinion, that the Oral tradition of an oral culture be sustained and preserved if language learners are able to reach a level of composing creative genres in their endeavour of learning content and language in the classroom?

The response of the Assistant Professor teaching English was ‘Yes, composition of creative genres enhances the interest on oral culture which leads to a continuity and preservation of the same’.

‘Yes’ was the response received from the Assistant professors teaching Music.

4.12 Findings and Analysis on the Assessment of Creative Compositions in the Department of Optometry

The student participants from the Department of Optometry participated in the same processes of learning the language skills. The performance of these student participants have been included in above findings and analysis of the language skills and vocabulary building. The process of learning the language skills similarly culminated in the creative composition. The student participants were given the liberty to choose a creative form of presenting the creative composition.
The creative composition attempted by the student participants using written narration and a piece of gossip conversation was attempted by eight student participants from the Department of Optometry. The creative composition was on the basis of one out of three folklores that were dictated in the class. These attempts on creative composition were assessed by the two Assistant Professors teaching English, using the check list provided by the researcher. The average percentage as assessed by the two Assistant professors was taken. The findings are as follows:

Table 21: Feedback from the Assistant Professors in English on the performance of the optometry student participants

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Statements</th>
<th>Yes</th>
<th>To a certain extent</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquired adequate knowledge as per the content dictated in the class</td>
<td>93.75%</td>
<td>6.25%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acquired understanding of the knowledge of the content dictated in the class</td>
<td>81.25%</td>
<td>18.75%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Acquired adequate knowledge and understanding for composition of a creative genre as per the content dictated in the class</td>
<td>50%</td>
<td>18.75%</td>
<td>31.25%</td>
</tr>
<tr>
<td>4</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into the student participants’ creative composition</td>
<td>25%</td>
<td>37.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>5</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into the student participants’ creative composition using their critical faculty</td>
<td>25%</td>
<td>6.25%</td>
<td>68.75%</td>
</tr>
<tr>
<td>SL No.</td>
<td>Statements</td>
<td>Yes</td>
<td>To a certain extent</td>
<td>No</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into a creative composition using appropriate vocabulary</td>
<td>31.25%</td>
<td>43.75%</td>
<td>25%</td>
</tr>
<tr>
<td>7</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into a creative composition using correct grammatical structures</td>
<td>50%</td>
<td>31.25%</td>
<td>18.75%</td>
</tr>
<tr>
<td>8</td>
<td>Was able to transfer the knowledge and understanding of the content presented in class into a creative composition using appropriate punctuation marks in appropriate positions of the student participants’ sentence structure</td>
<td>25%</td>
<td>62.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Knowledge and understanding of subject matter in the teaching and learning of English or other subject matter is a phenomenon which is familiar among the student participants. The literature and style of writing found in the translated folklore is one that the student participants can make sense of. The findings reflect that 93.75% and 81.25% of the total percentage of student participants are at this level. It has, however been noted, that the high percentage of the total percentage of student participants do not remain constant through application of this knowledge and understanding.

The attempt at creative composition by the eight student participants from the department of optometry has been a motivating experience (as stated in the findings from the unstructured discussions held with them). However, at the level of application in creative composition, using the acquired knowledge and understanding of the subject matter, the percentage of the total number of student participants being able to perform at this level has fallen to
a range of 25% from 50%. The application of this knowledge in the ability of the student participants is to transfer the knowledge into being creative, in their writing using, creative genres.

The percentage of the total number of student participants continues to fall when the critical ability is assessed when the transfer of knowledge and understanding of the subject matter in creative composition takes place. As per the findings there is a 68.75% of the total number of student participants lack the ability to use the critical ability in creative compositions.

The distribution of the percentage of the total number of students in their ability to use appropriate vocabulary, correct grammatical structures, and punctuation marks, varies. 50% of the total numbers of the student participants are able to use correct grammatical structures in their creative composition. As far the ability in using vocabulary and punctuation marks in creative compositions, the higher percentage of the total number of student participants are at a level where competency is lacking. The 31.25% to 62.5% of the total number of student participants are at the ‘To a certain’ extent level.

The focus of the CLIL classes were also on the development of the student’s ability on performance along the lines of conceptualization, brainstorming, logical arrangement of thought, elaboration and delivery of content. At the stage of elaboration and delivery in term of speaking, there has been little or no focus on the grammatical accuracy. At the stage of elaboration and delivery in terms of writing, grammatical inaccuracies were corrected. There was no transfer of linguistic knowledge from writing to speaking during this period of what Selinker referred to as the Interlanguage period.
4.13 Findings and Analysis on the Critical Ability, Creative Composition and Cultural Awareness among all student participants

Critical ability of a conventional text presented in a second language, requires certain level of competence in that second language. Critical ability of a given text related to the culture of a people requires, in addition to the level of proficiency in that second language, a deeper knowledge, other than the previous knowledge, of that culture.

As stated in the preceding paragraph, there are two aspects which enable a satisfactory level of competency in critical and creative ability. It is understood that linguistic proficiency in the second language is required to bring out creative compositions. However, deeper knowledge and critical ability on culture will also enable expression of thoughts and emotions in creative compositions in the second language.

The rudimentary knowledge required in order to maintain and promote the oral tradition in the English classrooms is the intelligence of both the mind and body to be able to comprehend beliefs, the values and lifestyle of a people. A representative of the Seng Khasi has brought forth the fundamentals in the belief, the value system and lifestyle of U Khasi. The opinions were written and in Khasi under the following headings and were translated by the researcher.

4.14 Findings and Analysis on Cultural Awareness reflected through Beliefs of U Khasi

a. There is no equivalent word in the Khasi language for the word ‘Culture’ as this concept and term is foreign to the indigenous Khasis.
However, with the academic development on the life of U Khasi, the term ‘Lariti’, has been coined to speak of culture. ‘Lariti’ and ‘ka Deity’ (a sense of responsibility) are words that would add up to the meaning of the word culture.

b. U Khasi has his beliefs rooted in the existence of an omnipotent and infallible God, the source of all life.

c. U Khasi is firm in his belief that his existence on earth is determined by ka tip briew tip Blei (to know oneself and to know god), ka tip kur tip kha (to know the maternal and paternal relations), a truth rooted in the belief that God is infallible while man is fallible with all the efforts to reach perfection.

d. There is no teaching among U Khasi that strives to go against living fully as a human being on the face of this earth, a life which begins primarily with living with i mei-i pa (parents), followed by ki kur-ki kha (maternal and paternal relations), ki marjan-ki marpa (neighbours), ki shong ryngkat-sah ryngkat (those who live together). These relations that are within family and those beyond family are the outcome of the belief of U Khasi. The relations that human beings share with the rest of humanity on the face of this earth is one that strives for peace on earth, one where those in authority seek but are met with challenges where beliefs are uplifted to a level where other beliefs are neither respected nor tolerated.
4.15 Findings and Analysis on Cultural Awareness reflected through Values of ‘U Khasi’

a. Values or ka *jing pynshong dor* in the life of being *U Khasi* is necessitated by the fact that *ka jing pynshong dor* is a core value that sustains all aspects of life of *U Khasi*.

b. To speak of this necessity of holding on to this core value in being *U Khasi*, one can state that there has never been any tradition or custom among *U Khasi* that has been set *da ka ba phrang* (by being moulded) the relationships of *U Khasi*, or the thoughts of one’s religion, or the maternal and paternal family ties that is so profound and valuable, or the value of *U Khasi* demeaned, even in the event of marriage or even co-existence of *U Khasi* with a member or members of another community outside the Khasi tribe. The roots and the source of life of *U Khasi* that has determined his life, the uniqueness of *U Khasi*, for example, the tradition and customs of family associations, continues to exist till date.

4.16 Findings and Analysis on Cultural Awareness reflected through Lifestyle of ‘U Khasi’

Lifestyle or *ka rukom jingleh –jingkam* is now influenced by the education that *U Khasi* receives. The education that he receives can complement the life of *U Khasi* that is determined by his beliefs and values. The beliefs and values which determine the manner in which *U Khasi* lives his life, may be strengthen by the education that he receives.
4.17 Findings and Analysis on Cultural Awareness reflected through the affinity U Khasi has with his land he resides upon

a. The affinity that *U Khasi* has with his land goes deeper than the knowledge he has of his surroundings. So profound is the wisdom of *U Khasi* in relation to his land that the system of administration of his land stills holds fast till date in the interiors of the Khasi Hills.

b. With the advent of the concept of modern cities and towns, this wisdom no longer guides the administration of land in its entirety. The greed for wealth has resulted in the degradation of the environment to a great extent, extracting entirely the wealth and the power of nature.

c. The acts of U Khasi have resulted in deforestation, poisoning of rivers and streams, pollution of the air to the extent where the environment has become inhabitable for all living creatures.

4.18 Findings and Analysis on the query of the affinity *U Khasi* has with his land and the decisive role it plays in the culture of its people?

The relationship shared by U Khasi with his land is one of profound understanding and depth. The relationship is shared. However, this is lost in the towns in the hills and the effects of it is also seen in the interiors of the hills. This can be checked by stringent laws passed by government and local administration.
Findings and Analysis on the query of the perception on the importance of the affinity of *U Khasi* has with his land, changed among the urbanized indigenous Khasi with the ‘better’ education and ‘development’ they have access to whether in urbanized section or rural sections of the Khasi Hills

a. The system of land administration among *U Khasi* has its roots in the knowledge and wisdom that has been passed down by the ancestors, the knowledge and wisdom of his land that is rooted in who *U Khasi* is the knowledge and wisdom that has been gifted by God.

b. Any people who has lost its right on over its land is but a shadow on the face of this earth for he is without power or authority. The freedom he enjoys should determine his thoughts. Differences among people should be eradicated in order to achieve this freedom.

At a very deep level, maintaining the oral tradition among *U Khasi* by these indigenous people requires, on their part, this deep knowledge of the culture, beliefs and values, and relationship the people share with their land. The oral tradition is found among the indigenous people across the globe. The oral tradition may only seem to be a skill in speaking effective however, as far as what is spoken requires of the speaker, deep insights into culture, beliefs, values and relationship the person has with the earth he or she resides upon. This is a requirement that may propel better speaking skills among the student participants. This is not to say that all student participants need to know and live by the culture of *U Khasi*, but is definitely a lead to take, in deepening the knowledge of a people or a field of study, to enhance advanced development in the effective use of the language skills.
The student participants need to have a certain level of maturity for conceptualization, brainstorming and logical arrangement of thought to take place. Linguistic development is required for effective elaboration and delivery of content. The surface knowledge of the Khasi culture, beliefs and values on the part of the researcher has inhibited the full extent to which the language skill of speaking and the content on the Khasi culture, beliefs and value system could be linked to design methods on promoting the oral tradition. This however, opened other avenues as to how the oral tradition could be promoted with the little knowledge of the Khasi culture the student participants acquired.

In terms of language learning, a study has been conducted, the findings being, that student participants express themselves better in writing. With practice and exposure to the second language, the student participants’ skill in listening develops. Thus, creative compositions in writing can develop to great extent if the listening and the writing skills are developed. It is the opinion of the researcher that the skill of speaking among the student participants in producing creative genres may follow and be refined after the creative compositions have been written. It is also the opinion of the researcher that the module within the conceptual framework is one way of enabling the development of the language skills of listening, writing and speaking for production of creative compositions.

Enabling the language skill of speaking alone, among the student participants would not, in itself, promote the oral tradition of the indigenous Khasi in an English classroom. From the findings in this study, the hypothesis is refuted. The study has indicated that promoting the oral tradition through
language learning is a process that is long and tedious. The period of conceptualization is a vital period for content and language learning. The learning of the language skills, through activities, begins with the brainstorming sessions which is followed by individual oral and written presentations on the learning of content and language. In its entirety, promoting of the oral tradition requires the language ability of the spoken which is rooted in the understanding of content and subject matter which comes from a practice of the skills of listening and silent reading, and the foundation of the spoken which is found in the and loud reading and writing. Thus, on the other hand, the promotion of the oral tradition for example, in trying to safe guard the environment, in an English language classroom is an approach that can likewise enhance the learning of English as a second language.