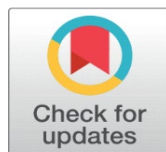
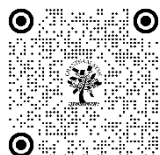


EXPLORING CLASS IX STUDENTS' LANGUAGE NEEDS AND PREFERENCES IN A CLIL CONTEXT: A COMPREHENSIVE NEEDS ANALYSIS

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ABSTRACT

The study's significance lies in the evolving global education landscape facing technological, social, and economic challenges. Students' motivation, self-esteem, and individuality are vital in learning a language. India's fluctuating English proficiency highlights the need for improved language skills for international opportunities. Addressing language learning challenges necessitates effective methodologies like Content and Language Integrated Learning (CLIL), aligning with the changing educational paradigm. The need analysis conducted among class-IX students revealed their positive attitude towards learning English, acknowledging its significance for future academic and career prospects. They expressed interest in using English for internet browsing and communication with people from diverse linguistic backgrounds. However, limited language exposure outside the classroom and modest family support were noted as challenges.

Keywords: Language Needs, Content and Language Integrated Learning, English language, Class IX students

1. INTRODUCTION

In an increasingly interconnected world, English proficiency has become a critical skill for academic, professional, and personal success. As the global lingua franca English serves as a gateway to international opportunities, fostering communication, collaboration, and access to knowledge (Crystal, 2012). For secondary school students, particularly those in Class IX, developing strong English language skills is essential not only for academic achievement but also for preparing for future endeavours in a competitive, globalized environment (Graddol, 2006).

Content and Language Integrated Learning (CLIL) has emerged as a promising approach to English language education. By integrating language learning with subject matter instruction, CLIL allows students to acquire linguistic skills in meaningful and contextually rich environments (Cenoz, Genesee, & Gorter, 2013). Unlike traditional language instruction, which often focuses on grammar and vocabulary in isolation, CLIL emphasizes communicative competence

through the exploration of academic content, making it particularly effective for secondary education students (Lyster, 2017). Despite the growing adoption of CLIL methodologies, there remains a need to tailor these programs to the specific language needs and interests of learners to maximize their engagement and learning outcomes.

Recent statistics underscore the growing emphasis on English language education among ninth-grade students. According to the British Council (2020), approximately 1.5 billion people worldwide are learning English, with secondary school students constituting a significant proportion of this demographic. In India, English proficiency has become a cornerstone of the national curriculum, reflecting its status as a critical skill for higher education and employment opportunities (National Education Policy, 2020). However, studies indicate that many students struggle to connect with standardized English programs due to a mismatch between curricular content and their individual interests and needs (Kirkpatrick, 2019; Rao, 2021). This disconnect highlights the importance of understanding students' specific language needs and preferences to design more effective and engaging content-based English learning programs.

Despite extensive research on the general efficacy of CLIL, there is a noticeable gap in the literature regarding the specific language needs and interests of Class IX students in content-based English learning contexts. While several studies have explored the benefits of integrating content and language instruction (Dalton-Puffer, 2011; Mehisto, Marsh, & Frigols, 2008), few have examined how such programs can be customized to address students' unique linguistic challenges and motivational factors. This gap presents a critical challenge for educators seeking to enhance the relevance and effectiveness of English language instruction in secondary education.

This study seeks to address this gap by investigating the language needs and interests of Class IX students in content-based English learning programs. The primary objectives of the article is to identify the linguistic skills students prioritize, explore the types of content they find engaging, and examine how these preferences can inform the design of more effective CLIL curricula. By aligning language instruction with students' needs and interests, this study aims to enhance the learning experience, improve outcomes, and contribute to the development of learner-centred teaching methodologies.

2. REVIEW OF RELATED RESEARCH

Sunil. D. (2018) studied the development of speaking skills in secondary school children studying in a government school using Content and Language Integrated Learning. A needs analysis was conducted to determine the students' needs. The researcher found that the learners needed to improve in communicative English with very limited vocabulary and poor grammar. According to recent studies, language pedagogy is undergoing a dramatic change from traditional teacher-centered techniques to learner-centred strategies that put the needs of students first. Especially for English for Specific Purposes (ESP) courses, needs analysis (NA) has become an essential part of curriculum design. This study examines several needs analysis models, highlighting their essential components to suggest a framework designed for the multilingual Indian setting and highlighting its function as the first stage in the creation of language education curricula. In 2018, Manisha Kumari and Mithanjali Sahoo discussed the application of CLIL in promoting multilingualism among learners in Indian classrooms. The research emphasized the paucity of research on Content and Language Integrated Learning design in the Indian context. It puts forth an adaptable approach to fulfil learner's needs and states language policy. In 2016, Anastasia Delliou and Dr. Makrina Zafiri conducted a study titled "Developing Speaking Skills of Students through CLIL: A Case Study of Sixth-Grade Primary School Students in Greece." The research utilized a combination of qualitative and quantitative methods, employing methodological triangulation to ensure the credibility of the results. Three instruments were employed in the study to obtain valid and reliable outcomes: the KPG speaking test for speech production assessment, classroom observation, and a questionnaire administered to the CLIL group. To achieve these, the study is guided by the following research objectives.

3. OBJECTIVES

- 1) To identify the specific language needs and interests of class-IX students in learning the English language in a content class with respect to
 - Gender
 - Age
 - Locality

4. METHODOLOGY

A research design is a methodical and thorough plan for gathering data that serves as a guide for empirical study aimed at addressing a particular research topic or set of goals. The research has been conducted using an exploratory researcher. Before using CLIL as a teaching method to teach English, the researcher wanted to understand what the students needed. Researchers hope to have a thorough grasp of the English language and identify areas for linguistic skill development through this needs analysis. He also wanted to know what they thought about using CLIL to combine language and subject in a lesson.

Sample and Sampling technique

The study sample consists of forty-four pupils in class IX at Shastra, a New Age school in Kethepally, Telangana's Nalgonda district. Participants are English-medium secondary school students (Class IX) of the Telangana State Board. Participants' ages range from thirteen to sixteen years old. In order to choose a sample for the study, a convenience sampling technique was used.

5. DATA ANALYSIS & RESULTS

The researcher conducted a needs analysis to know the view of class-IX students on their language needs and learning the English language in a content class. The following analysis is the opinions of the class-IX students for every question.

Table 1 The table represents the responses of the sample on question no.1. *"I can speak English well"*.

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	3	6.8	2.32	.639
Disagree	28	56.8		
Neutral	15	34.1		
Agree	1	2.3		
Total	44	100.00		

Table 1. Suggests that there is a predominantly negative perception regarding the ability to speak English well among the participants. The mean score of 2.32 indicates a relatively low level of agreement regarding the ability to speak English well. On average, the participants express a lack of confidence in their English-speaking skills. The standard deviation of 0.639 suggests moderate dispersion in the responses. This implies that there is some variability in the participants' self-perceived English-speaking abilities.

Table 2 The table represents the responses of the students on question no.2. *"I want to improve my English speaking to speak good English"*.

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Neutral	1	2.30	4.73	.499
Agree	10	22.70		
Strongly Agree	33	75.00		
Total	44	100.00		

Table 2. Shows the frequencies and percentages of the responses and the mean and standard deviation. The mean score of 4.73 suggests that, on average, the participants have a strong inclination toward improving their English-speaking skills. This high mean score aligns with the large number of respondents who strongly agreed with the statement. The relatively low standard deviation of 0.499 indicates that the responses for this item are clustered closely

around the mean. This suggests that there is a high level of agreement among the participants regarding the importance of improving English speaking skills.

Table 3 The table represents the responses of the students on question no.3. *"I mostly use my regional language to communicate with my friends and teachers at the school".*

Frequency table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Disagree	3	6.8	3.82	.870
Neutral	12	27.3		
Agree	19	43.2		
Strongly Agree	10	22.7		
Total	44	100.00		

The mean score of 3.82 suggests a moderate inclination towards using the regional language for communication. While the majority of respondents agreed or strongly agreed with the statement, the mean score is slightly lower compared to the maximum score of 5, indicating some variation in the responses. The standard deviation of 0.870 implies a moderate level of dispersion in the responses. This indicates that there is some diversity in the participants' language preferences and habits regarding communication with friends and teachers at school.

Table 4 The table represents the responses of the students on question no.4. *"I am happy with the environment around me in school to learning subject vocabulary".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Disagree	2	4.5	4.23	.803
Neutral	4	9.1		
Agree	20	45.5		
Strongly Agree	18	40.9		
Total	44	100.00		

The mean score of 4.23 indicates an overall positive sentiment towards the learning environment for subject vocabulary. On average, the participants expressed a high level of satisfaction and contentment with the environment in their school for learning subject-specific vocabulary. The standard deviation of 0.803 suggests moderate dispersion in the responses. This indicates some variation in participants' perceptions of the learning environment.

Table 5 The table represents the responses of the students on question no.5. *"My teachers always use English to communicate with us".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	3	6.8	3.89	1.039
Neutral	8	18.2		
Agree	21	47.7		
Strongly Agree	12	27.3		
Total	44	100.00		

The mean score of 3.89 suggests a moderate inclination towards agreement regarding the use of English by teachers for communication. While a significant number of respondents agreed or strongly agreed, the mean score is slightly below the midpoint of the Likert scale (which would be 3), indicating some diversity in the responses. The standard

deviation of 1.039 suggests a moderate level of dispersion in the responses. This indicates that there is some variability in the participants' experiences and perceptions regarding the language used by their teachers for communication.

Table 6. The table represents the responses of the students on question no.6. *"I have less exposure to English outside the school"*.

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	13	29.5	3.00	1.671
Disagree	8	18.2		
Neutral	2	4.5		
Agree	8	18.2		
Strongly Agree	13	29.5		
Total	44	100.00		

The mean score of 3 suggests a relatively neutral stance regarding exposure to English outside of school. On average, the participants neither strongly agree nor disagree with the statement. This indicates some variation in the participants' experiences and perceptions of English language exposure outside the school context. The relatively high standard deviation of 1.671 suggests a considerable level of dispersion in the responses.

This implies that there is substantial diversity in the participants' experiences and perceptions of their exposure to English outside of school. Some individuals report high exposure, while others report limited exposure to the language.

Table 7. The table Represents the responses of the students on question no.7. *"My family members help me in learning English"*.

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	7	15.9	2.93	1.189
Disagree	7	15.9		
Neutral	16	36.4		
Agree	10	22.7		
Strongly Agree	4	9.1		
Total	44	100.00		

The mean score of 2.93 indicates a slightly negative inclination toward the perception of family members' assistance in learning English. On average, the participants lean towards disagreement rather than agreement, suggesting that the support provided by family members in English learning might be perceived as limited. The standard deviation of 1.189 suggests a moderate level of dispersion in the responses. This implies some variability in the participants' experiences and perceptions of the extent to which their family members help them learn English.

Table 8. The table represents the responses of the students on question no.8. *"I watch English Programs on Television"*.

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	4	9.1	3.41	1.369
Disagree	10	22.7		
Neutral	7	15.9		
Agree	10	22.7		
Strongly Agree	13	29.5		

Total	44	100.00		
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The mean score of 3.41 indicates a slightly positive inclination toward watching English programs on television. On average, the participants lean toward agreement, suggesting that a significant number of them engage in watching English content on TV. The standard deviation of 1.369 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and habits regarding watching English programs on television.

Table. 9 The table represents the responses of the students on question no.9. *"I am happy with the textbook and activities used in the classroom to learn subject vocabulary".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	2	4.5	3.91	.936
Disagree	1	2.3		
Neutral	6	13.6		
Agree	25	56.8		
Strongly Agree	10	22.7		
Total	44	100.00		

The mean score of 3.91 indicates a relatively high level of agreement and satisfaction regarding the textbook and activities used for subject vocabulary learning. On average, the participants express a positive sentiment and contentment with the materials and activities provided in the classroom. The standard deviation of 0.936 suggests a moderate level of dispersion in the responses. This implies that there is some variation in the participants' experiences and opinions regarding the textbook and activities used for subject vocabulary learning.

Table 10 The table represents the responses of the students on question. no.10. *"I get sufficient practice to learn subject vocabulary in my class".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	1	2.3	3.45	.926
Disagree	7	15.9		
Neutral	10	22.7		
Agree	23	52.3		
Strongly Agree	3	6.8		
Total	44	100.00		

The mean score of 3.45 indicates a slightly positive inclination toward agreement regarding the sufficiency of practice for learning subject vocabulary. On average, the participants lean toward agreement, suggesting that a significant number of them feel they receive adequate practice in this regard. The standard deviation of 0.926 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and perceptions of the sufficiency of practice for learning subject vocabulary in their classes.

Table 11 The table represents the responses of the students on question no.11. *"We use group work in learning vocabulary in our class".*

Frequency Table

Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	5	11.4	2.86	1.250
Disagree	15	3.14		
Neutral	12	27.3		
Agree	5	11.4		
Strongly Agree	7	15.9		
Total	44	100.00		

The mean score of 2.86 indicates a slightly negative inclination towards the use of group work for learning vocabulary. On average, the participants lean toward disagreement, suggesting that there is a considerable number of individuals who perceive limited use of group work in vocabulary learning activities. The standard deviation of 1.250 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and perceptions regarding the use of group work in learning vocabulary in their class.

Table 12 The table represents the responses of the students on question no.12. *“There is a lack of encouragement from the materials to learn subject vocabulary”.*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	3	6.8	3.64	1.102
Disagree	1	2.3		
Neutral	16	36.4		
Agree	13	29.5		
Strongly Agree	11	25.0		
Total	44	100.00		

The mean score of 3.64 indicates a moderate level of agreement regarding the perception of a lack of encouragement from the materials to learn subject vocabulary. On average, the participants lean toward agreement, suggesting that a substantial number of them feel that the materials used in their learning process do not provide sufficient encouragement. The standard deviation of 1.102 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and perceptions of the extent to which materials lack encouragement in learning subject vocabulary.

Table 13 The table represents the responses of the students on question no.13. *“I find the other subject contents more interesting when compared to the content of English”.*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	3	6.8	3.57	1.108
Disagree	3	6.8		
Neutral	13	29.5		
Agree	16	36.4		
Strongly Agree	9	20.5		
Total	44	100.00		

The mean score of 3.57 indicates a moderate level of agreement regarding the preference for other subject contents over English. On average, the participants lean toward agreement, suggesting that a considerable number of them find other subjects more captivating and engaging in comparison to English. The standard deviation of 1.108 suggests a

moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and preferences regarding their interest in other subject contents relative to English.

Table 14 The table represents the responses of the students on question no.14. *"I like the idea of learning English and other subjects together".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	2	4.5	4.18	.896
Neutral	2	4.5		
Agree	24	54.5		
Strongly Agree	16	36.4		
Total	44	100.00		

The mean score of 4.18 indicates a relatively high level of agreement and positive attitude toward the idea of learning English and other subjects together. On average, the participants express a strong liking for this integrated approach, indicating its perceived value and potential benefits. The standard deviation of 0.896 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and preferences regarding the integration of English and other subjects.

Table 15 The table represents the responses of the students on question no.15. *"I am interested in learning English and social science in one class".*

Frequency Table				
Responses	Frequencies	Percentage	Mean	Std. Dev
Strongly Disagree	1	2.3	4.00	1.034
Disagree	3	6.8		
Neutral	8	18.2		
Agree	15	34.1		
Strongly Agree	17	38.6		
Total	44	100.00		

The mean score of 4 indicates a relatively high level of agreement and positive attitude toward the idea of learning English and social science together in one class. On average, the participants express a strong interest in this integrated approach, emphasizing its potential benefits for learning and understanding both subjects. The standard deviation of 1.034 suggests a moderate level of dispersion in the responses. This implies that there is some variability in the participants' experiences and preferences regarding their interest in learning English and social science together.

Hypothesis 1: There is no significant difference in the language needs and interests of boys and girls of class-IX students in learning the English language in a content class.

Table 16 The table represents the Independent sample t-test regarding gender.

Gender	N	Mean	SD	t(42) value	p-value
Boys	23	53.30	5.464	2.750	0.009
Girls	21	57.33	4.078		

The above table shows an independent-samples t-test, comparing the mean scores of the gender group and found a significant difference between the means of the two groups (t

(42) = 2.750, $p < .05$). The mean of the boys is significantly lower ($M = 53.30$, $SD = 5.464$) than the mean of the girls ($M = 57.33$, $SD = 4.078$). The mean of the male sample is significantly different from that of the girls. Hence, the formulated null hypothesis could not be accepted.

Hypothesis 2: There is no significant difference in the specific language needs/interests of class-IX students in their age group in learning the language in a content class

Table 17 The table represents “the Independent sample t-test regarding age group”.

Age-Group	N	Mean	SD	t value	df	p-value
13 & 14 years	22	57.18	3.996	2.658	42	0.011
15 & 16 years	22	53.27	5.625			

The above table shows an independent-samples t-test, comparing the mean scores of the Age-group found a significant difference between the means of the two groups ($t(42) = 2.658, p < .05$). The mean of the Age-group 15 & 16 is significantly lower ($M = 53.27, SD$

$=5.625$) than the mean of the Age-group 13 & 14 ($M = 57.18, SD = 3.996$). The mean of the Age-group 15 & 16 is significantly different from that of the Age-group 13 & 14. Hence the formulated null hypothesis could not be accepted.

Hypothesis 3: There is no significant difference in class-IX students' specific language needs/interest in learning the language in a content class across different localities.

Table 18 The table represents “Independent sample t-test regarding locality”.

Locality	N	Mean	SD	t value	df	p-value
Rural	24	55.67	5.419	0.608	42	0.546
Urban	20	54.70	5.038			

From the above table, it is found that the mean scores of the locality found no significant difference between the means of the two groups ($t(42) = 0.608, p > .05$). The mean of the Rural locality ($M = 54.70, SD = 5.038$) did not significantly differ from the mean of the Urban locality ($M = 55.67, SD = 5.419$). Hence, the formulated null hypothesis is accepted.

6. FINDINGS & DISCUSSION

The objective of this study is to conduct a comprehensive need analysis to understand class-IX students' language needs, preferences, and attitudes in a CLIL context. By examining students' perspectives on language learning and their experiences with CLIL. This need analysis aims to identify areas of improvement and design targeted instructional approaches. Through the administration of a comprehensive need analysis questionnaire, valuable insights were gained into students' perceptions, attitudes, and preferences regarding English language learning. The findings from this objective provide a deeper understanding of the students' language-related experiences and aspirations, which can inform the development of effective language-learning programs and instructional strategies. The need analysis conducted among class-IX students revealed their positive attitude towards learning English, acknowledging its significance for future academic and career prospects. They expressed interest in using English for internet browsing and communication with people from diverse linguistic backgrounds. However, limited language exposure outside the classroom and modest family support were noted as challenges. Preferred learning approaches included interactive and communicative activities, such as group work, discussions, and language games. Students showed enthusiasm for authentic materials like videos and real-world texts to make learning engaging and practical. Intrinsic motivation played a crucial role in driving students' interest in English. At the same time, external factors like exams also influence some students' motivation. Challenges included difficulties in understanding complex vocabulary and grammar and apprehension about speaking in front of peers and teachers.

The implications for instruction suggested incorporating interactive and communicative activities to promote peer collaboration and authentic language use. Integrating real-world materials and multimedia resources could enhance student engagement and exposure to diverse linguistic contexts. Creating a supportive and non-judgmental learning environment was crucial to building language confidence.

7. DELIMITATIONS OF THE STUDY

The study focuses on the English language needs of individuals who aim to improve their language skills, particularly in contexts where content and language are integrated. It also confined to only class IX students studying in a private school.

8. CONCLUSION

Overall, it highlighted the importance of fostering intrinsic motivation, supportive learning environments, and diverse learning experiences to empower students to become confident English language users, benefiting their academic and personal growth. The findings lay the groundwork for further investigating the effectiveness of CLIL in enhancing language learning and content integration among secondary school student.

9. ETHICAL STATEMENT

This study was conducted with a strong emphasis on ethical practices to ensure the integrity of the research and the welfare of the participants. Formal approval was taken from the institution to collect the data. Participants were thoroughly informed about the study's purpose and their role in it, and informed consent was obtained prior to their participation. Confidentiality and anonymity were rigorously upheld, with no collection or disclosure of personally identifiable information. The research was carried out exclusively for academic purposes and involved no risk or harm to the participants.

CONFLICT OF INTERESTS

None.

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