

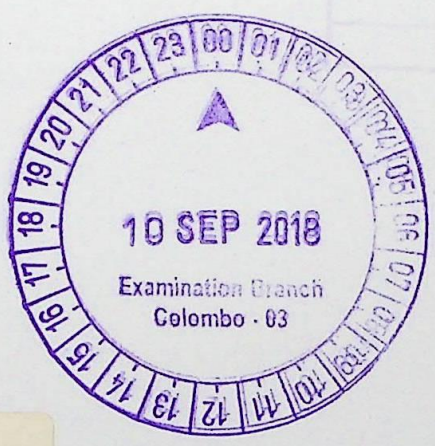
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An investigation into the impact of English language curriculum in grades 6-11 in facilitating Content and Language Integrated Learning (CLIL) in Bilingual Education in Sri Lankan schools

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S.A. Kularathne

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Abstract

National Education Commission (2003) studying the characteristics of English Medium Education which was in progress since 2001 suggested Bilingualism in education in place of English medium Education. The objective of introducing bilingualism was to make the learner proficient in English to cope with higher education and career opportunities. Content and Language Integrated Learning (CLIL) is an approach widely used in context where Bilingual Education is in practice. CLIL aims at developing both the first language and the additional language of the learner in education. The objective of this study is to investigate into the impact of English Language curriculum in grades 6-11 in facilitating CLIL in Bilingual Education in Sri Lankan schools. Content and process standards of both English as a Second language curriculum and the bilingual curriculum at junior secondary level were studied in detail. The study was done in relation to 4 objectives. The research design in this study is qualitative dominant mixed mode research design applicable in social sciences. A purposive sample of bilingual teachers and teachers of English was selected to be the sample of the study. Data pertaining to demographic information, professionalism in CLIL and second language competence of the teachers were collected with a questionnaire. A sample of schools with high degree of heterogeneity was selected for the in depth study into the learning teaching process in Teaching English as a second language and teaching of content in Bilingual Education. Both qualitative and quantitative data gathering instruments were used in collecting data. SPSS was used in analyzing qualitative data. Open, axial and selective coding were used in analyzing the qualitative data. An action research based on the three schools was done to study the impact of collaborative use of CLIL by content and second language teachers. The content standards and the process standards of the English as a second language curriculum are not rich in facilitating second language skills, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) of the monolingual and the bilingual learner enriching their second language input to cope with the learning of content in bilingual curriculum as content and process standards of both curricular are incompatible. One of the main reasons for the incompatibility is the absence of partnership among key stake holders involved in English as a Second Language and Bilingual Education. Policies should be designed and implemented to ensure a partnership among key stake holders. An interdisciplinary curriculum with exploitable content should be designed to accommodate CLIL in bilingual education. A CLIL model applicable to Sri Lankan context should be designed to facilitate learning of the content in Bilingual Education