



Section F

801/F

Introduction of content and language integrated learning activities for secondary bilingual science teachers as a supportive measure

N A L A Nettikumara

Faculty of Education, University of Colombo, Colombo 03

Content and language integrated learning (CLIL) is a world accepted bilingual teaching methodology. The CLIL was introduced to the education system in Sri Lanka nearly three years ago. CLIL is an interwoven process where teachers see an integration of both the language and the content. A CLIL teacher is not simply a subject teacher who delivers the subject content in English. In Sri Lanka well programmed special training is not yet available to the bilingual teachers. At the same time Education sector development framework and programme introduced by the Ministry of Education heightened the importance of using school based teacher development (STD). Therefore, the main purpose of this study was to research into how CLIL methodology is employed by teachers in teaching science. It also attempted to equip the teachers with the relevant skills of using CLIL methodology through STD. The sample consisted of 15 science bilingual teachers from the Negombo Education Zone. This study was designed as an Action Research Mode. Fact finding was done using observations and semi structured interviews revealed that the teachers did not know sufficiently both the pedagogical and practical knowledge of using CLIL. Thus an intervention was designed to train them to prepare CLIL activities. The activities were developed combining language components. Following the implementation teachers realized the need to continue preparation of CLIL activities and requested an activity guide book. Content analysis was used to analyze the activities, lesson plans, teacher's reflections. Though the findings revealed that the teachers lacked both theoretical and practical knowledge of CLIL, the workshops done based on the STD programme enabled the teacher to acquire a fairly good knowledge and practical aspects of CLIL. All the teachers showed a marked improvement of CLIL methodology. The results also revealed that school-based teacher development is more beneficial for bringing in the necessary changes in teachers. Further research in the area is required for introducing a CLIL model based on socio cultural milieu of the Sri Lankan society.

Key words: CLIL, CLIL activities, school based teacher development programme,

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lnettikumara@gmail.com

Tel+94 718130160