

An Investigation into the Status of Content and Process Standards of Bilingual Education Curriculum at Junior Secondary Schools in Sri Lanka

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Abstract

National Education Commission (2003) recommended bilingualism to make the learner proficient in English to cope with higher education and career opportunities. The objective of this study is to investigate into the status of content and process standards of bilingual education at Junior Secondary level of the Sri Lankan national curriculum with special emphasis on the English language curriculum in grades 6-11 in facilitating Content and Language Integrated Learning (CLIL) in bilingual education. The study was done in relation to four objectives. The research design is qualitative dominant mixed-mode research design. A purposive sample of schools with high degree of heterogeneity was selected for the in-depth study into the teaching-learning process of English as a second language and the teaching of content in bilingual education. Statistical methods of analyzing data were used in analyzing quantitative data while open, axial and selective coding were used in analyzing qualitative data. An action research was done as an intervention mechanism to study the impact of collaborative use of CLIL by second language teachers and bilingual teachers. The content standards and process standards of teaching English as a second language curriculum are not rich in facilitating second language skills of the monolingual and bilingual learner to cope with the learning of the content in bilingual education. One of the reasons for this drawback is the absence of partnership among key stake holders involved in English as a second language education and bilingual education. Policies should be formulated and implemented to ensure a partnership among key stake holders.

Keywords: Content standards, Process standards, Content and Language Integrated Learning, Translanguaging, Bilingualism

Suggested Citation: Kularatne, S. A. (2022). An investigation into the status of content and process standards of bilingual education curriculum at junior secondary schools in Sri Lanka. *Sri Lanka Journal of Education, 1(2)*, 1-29.

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This study aims at investigating into the status of content and process standards of bilingual education at junior secondary level in facilitating Content & Language Integrated Learning (CLIL) in bilingual education in Sri Lankan schools.

Introducing bilingual education to Sri Lankan curriculum is not a sudden and spontaneous initiative but an attempt at finding a solution to a long-felt need. The need, apparently, is to revitalize English education in the country. This can be illustrated by tracing a brief history of English education in Sri Lanka.

With the influence of various socio-economic and socio-political changes that occurred in Sri Lanka during the recent and remote past, English education has undergone numerous changes. Implementation of Kannagara education reforms in 1943 which made English the compulsory second language repositioning its position of being the medium of instruction in education in Sri Lanka is a turning point in the history of English education. Sinhala only act, a strong political move, passed in the parliament in 1956, in the meantime, is said to have a negative impact on the quality of English education in Sri Lanka (Jayasuriya, 1969).

By 1960, the medium of instruction in education was *swabhasha* from preschool to university education.

The role of English in the changing economy

Reforms introduced in 1943 and 1956 as observed by Walatara (1965) De Souza (1979) and Kandiah (1984), resulted in a decline in the quality of English education. They attribute this decline to numerous factors. One being the lack of exposure to English with the change of medium of instruction in Education from the second language to the first language.

Liberal economic policies introduced to the country during the 1970s, transforming agriculture-oriented mixed economy into a market-oriented free economy where the skilled labor force was a strong necessity created new avenues for English. Establishing private enterprises suddenly all over the country, for instance, demanded a workforce skilled in many ways, with English language proficiency being crucial for people to cope with the needs and challenges of the changing world.

Responding to this timely need, the Ministry of Education in Sri Lanka issued a circular (No 5/2001) instructing able schools to teach science in English medium at GCE (A/L) while the rest of the subjects in the curriculum was taught in the first language.

Bilingual education

In a preliminary documentary survey done into the mislabeled English medium education in practice, it was noted that there were some salient features of bilingual education in it. One is the use of two media of instruction; first language and the second language in

education; simultaneous bilingual education (Hornberger, 1989a). The pupils, by the time they reach junior secondary level, grade 6 to 9, receive their education in their mother tongue. This process technically is successive or sequential bilingual education. This curriculum implemented in the Sri Lankan context provides opportunities for the pupils to receive education in two languages; learning some prescribed subjects in English while the rest of the subjects in the curriculum are learned in their mother tongue.

The National Education Commission (NEC) aims at providing an enabling environment for the learner to gain English language proficiency ensuring equity in bilingual education. However, achieving this aim has been challenging due to various reasons. For instance, equity in bilingual education which was to be achieved by 2008 (National Education Commission Report, 2003) is not yet achieved as the total number of bilingual schools being 17.5% according to a preliminary observation done by the researcher.

The commission also recommends that bilingual education should be introduced to all secondary and senior secondary schools by 2008 by equipping the schools with the physical and human resources necessary to teach the selected subjects in English medium (NEC Report, 2003). This, even by 2016, remains an unachieved objective. Reasons for this slow progress in bilingual education are many according to the preliminary observations made. One of the foremost reasons for this is the absence of a clearly defined bilingual framework applicable to the Sri Lankan context.

Studying the bilingual teachers' English Language Teaching (ELT) competency is also an area focused in this study as the bilingual teacher should be knowledgeable in areas such as socio, applied and psycholinguistic domains in language teaching order for them to adapt instructional materials in bilingual education to realize both content and language objectives.

Content and Language Integrated Learning (CLIL)

In other countries where bilingual education is in progress, there is a widely used approach called Content and Language Integrated Learning (CLIL) used extensively in bilingual education (Crandall, 1992). This is a permeable approach that can be adopted to the context where bilingual education is in practice.

The Ministry of Education (MoE) with the collaboration of the National Institute of Education (NIE) is in the process of adapting CLIL in keeping with the socio economic and socio-cultural needs of the country. A CLIL model compatible with the Sri Lankan needs, therefore, is a necessity. Content and Language Integrated Learning (CLIL) is a dual focused approach in which an additional language is used for the learning and teaching of both content and language (Marsh, Mehisto, Wolf, Jesus & Martin, 2011. p. 2).

The additional language in the Sri Lankan context is English. This definition explains that the learners' English language competency is a prerequisite in bilingual education. English as a Second Language - ESL curriculum in education is the path that equips the

learner with the necessary second language proficiency enabling the learner to study the subjects specified in bilingual education. English language curriculum scaffolds the learners Basic Inter Personal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) that are instrumental in pursuing highly cognitive content in bilingual education (Cummins, (1981a). No study has so far been done to find out the ESL curricular support in content learning in bilingual education in Sri Lanka. As this research focuses on the role of second language in bilingual education in Sri Lanka, findings of which will provide input to form a CLIL model that the Ministry of Education has now undertaken.

Theoretical significance of the study

In this research, the role of the second language curriculum in enriching the teaching learning process in bilingual education will be explored. Presently, ESL curriculum and bilingual curriculum at the junior secondary level, which are integral parts of one continuum, function as two discrete bodies. Garcia (2009) and Cenoz and Gorter (2015) reveal that in other countries ESL curriculum is organized in such a way that it facilitates BICS and CALPS in bilingual education. The significance of this blend can be explained in relation to Cummins's (1984) Common Underlying Hypothesis, Linguistics Interdependence Hypothesis and Threshold Hypothesis. All these hypotheses explain that language skills involving cognitively demanding tasks are transferable from one language to another. When the ESL curriculum supports improving the bilingual learner's second language skills namely BICS and CALPs, a bilingual learner will be able to apply them in learning the prescribed content specified in the syllabus. This can be realized only through a learning teaching approach capable of language transfer through language and content integration. The approach extensively used in the world in this regard is Content and Language Integrated Learning (CLIL). The findings of this research will provide insights for the researchers to develop a CLIL model, out of many CLIL models available, to suit the Sri Lankan context. This has been essential in Sri Lanka in order to realize the objectives of the Bilingual Education stated in the National Education Commission report (2003) as well. The findings of this research will provide quality input for NEC, the MoE, and the NIE to restructure the existing bilingual education that lacks a clearly defined mode and a framework.

Disciplinary significance of the study

As it is evident in the literature quoted above bilingual education in Sri Lanka has been implemented as a strategy to improve the second language proficiency of the learner. Presently, according to the preliminary observations made, English is taught as a separate subject in the Sri Lankan curriculum where various components of language are treated and taught discreetly. This approach focuses more on language competence of the learner than performance, and skill development (Stern, 1982). The traditional second language teaching syllabi aim at developing the learner's communicative competence. Bilingual education and various other approaches; Content Based Instructions (CBI), Content Based Language Teaching (CBLT), Cognitive Academic Language Learning Approach (CALLA) that involves

two languages in education including a second or a foreign language. Yet another salient feature in the approaches mentioned above is the integration of content and language in varying degrees. These approaches, applied in different forms of bilingual education mentioned above, provide opportunities for the ‘learner to use the language’ (second language) to learn and ‘learn the language (second language) to use’ Richards & Rodgers (2001) Larsen & Freeman, (2000) Marsh et al. (2011). Bilingual education, when implemented effectively, with a well-designed learning-teaching process, it is assured, will bring about quality second language learning.

Policy significance of the study

Language policy is defined as “the deliberate choices made by governments or other authorities with regard to the relationship between language and social life” (Djite, 1994, p.63). According to Lambert, (1975) language policy refers to rules set by authorities to govern the acquisition and/ use of languages. No policy framework has so far been designed concerning bilingual education except three cabinet papers.

1. Cabinet paper with the no. 01/0981/11/067 which is related to the National Amity Schools Project and approved on 21.12.2000
2. Cabinet paper with the no. 00/2164/11/016 which is related to Teaching subjects in the Science stream of GCE (A/L) in English and approved on 14.06.2001
3. Cabinet paper with the no. 08/0368/316/026 which is related to teaching selected subjects in all three streams (Science, Commerce, Arts) of GCE (A/L) in English and approved on 27.02.2008

In a preliminary survey done by the researcher it was evident that there has not been coordination among key stake holders in bilingual education. It is, therefore, necessary to have a dialogue among the decision-making bodies. Areas that should be considered when designing macro level and micro level policies are:

1. Designing and implementing bilingual curriculum.
2. Teacher recruitment and deployment.

The outcome of this research is a Content & Language Integrated Learning (CLIL) model catering for Sri Lankan needs. This research can, therefore, make a contribution to the national bilingual curriculum in designing a bilingual policy for Sri Lanka.

Specific objectives

The study will be carried out in relation to the following specific objectives.

Analyze the content standards of the English language curriculum for grades 6 -11 in relation to Content & Language Integrated Learning (CLIL).

Study the process standards in teaching English in grades 6-11 in relation to CLIL.

Study areas where English Language Teaching (ELT) experts' intervention is necessary in teaching English in grades 6-11 in facilitating CLIL.

Design a second language teaching model suitable for the Sri Lankan context in supporting CLIL in bilingual education.

Literature review

Bilingual education has been an evolving concept. Although bilingual education as a concept was subject to official rejection in 1928 (the Luxemburg conference) and UNESCO (1951, Paris), the bilingual education act of the United States of America (2001) has sanctioned the use of more than one language in education. United Nations Congress Education amendments act 1974 also explains the use of two languages; first language and an additional language as media of instruction in education.

According to Hamers & Blanc (1983) bilingual education is a system of education in which at a given moment of time and for a varying amount of time 'simultaneously' or 'consecutively' instruction is planned and given in at least in two languages. Krashen (1985) illustrating the characteristics of bilingual education claims that the best bilingual programmes include English as a Second Language (ESL) instructions, sheltered subject matter teaching and instruction in first language where non-English speaking children initially receive instruction in the primary language alone with instructions in ESL. Baker (2006) also claims that bilingual education refers to education in more than one language. Tejkalova (2009) citing (Huguet 2006) claims that there is research evidence to prove the positive impact of bilingual education on language improvement. Bilingual education, as Cummins (2009) observes, is a term which refers to the use of "two (or more) languages of instruction at some point in a student's school career. The languages are used to teach subject matter content rather than just the language itself according to him. In addition, Garcia (2011) recognizes bilingual education to be a programme to teach content through an additional language other than children's home language. (p.17). Fuller (2012) states that 'potential fostered in a' bilingual education programme is that languages other than the languages of instruction gain value, even if they are languages which are not prestigious" (p.115)

All definitions quoted above share one commonality; involvement of two languages, use of first language and an additional language as media of instruction in education.

Models of bilingual education

Studying models of bilingual education being practiced in the world, Heller (1999) and Baker (2006) identify three models of bilingual education namely immersion, developmental and transitional. All these models, implemented all over the world as a strategy to address various socio-political issues particularly, to accommodate two languages in education (Garcia, 2009).

These models also illustrate the use of two languages in education, making it evident that the objective of bilingual education is not to promote mere bilingualism but bi-culturalism through bi-literacy; gaining mastery over two languages at the end of the process.

Table 1

Bilingual Models

Type	Model	Outcome
Additive	Developmental, Maintenance, Recursive, Dynamic, Enrichment	Proficiency in both the languages; dominant language and the native language. Preserving the native culture causing acculturation.
Subtractive	Immersion Transitional	Proficiency in the dominant language. Assimilating the target culture. Mainstreaming.

Out of the seven models indicated in the Table 1, maintenance model appears to be an appropriate model for Sri Lanka as its goals are multiple; promoting bilingualism and biliteracy; rather than an assimilationist goal, promoting pluralism, making use of English as a resource to develop of two languages, native and the additional are some of them. The expected outcome here is additive bilingualism associated with positive cognitive benefits. These goals can only be realized through a learning teaching approach capable of supporting the learner to gain mastery over the first language and the second language of the learner. Achieving goals of Bilingual Education in formal education requires a learning teaching process designed to suit the Sri Lankan context sensitive to its socio economic and socio-cultural needs. CLIL handbook (2016) also explains 3 bilingual models. The model that the hand book recommends is a model that and enrich preserves L1 and L2 which is additive in type.

Salient key concepts that are consistently used in discussing the learning teaching process in Bilingual Education are content standards and process standards. First two objectives in the study also examine the content and process standards in bilingual education. It is, therefore, necessary to explain these two areas.

Bilingual education and content standards

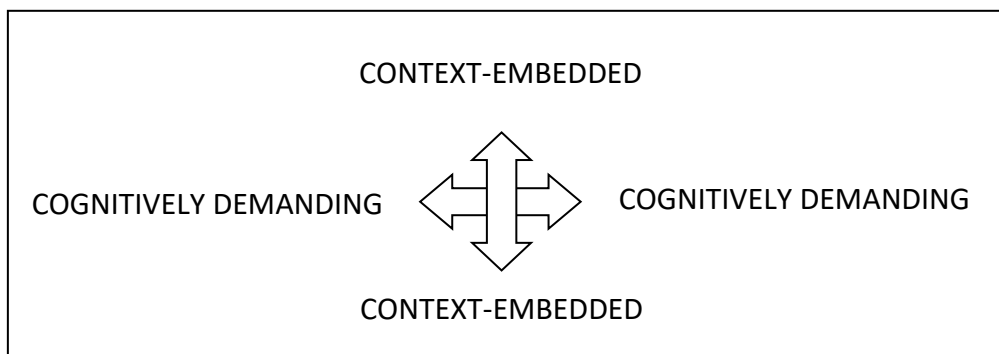
Achieving the first objective of the study requires the analysis of content standards of bilingual curriculum.

Tejkalova (2009) citing Asia Pacific Activities Conference (APAC) (2006) presents content as progression in knowledge, skills and understanding related to specific elements of a defined curriculum. Ball, J., & McIvor, O. (2013) identifies two types of content as declarative or conceptual content and procedural content. Declarative content is something

that the learner can declare. In other words, the learner's ability to communicate facts and information incorporated into subjects coherently and accurately. Procedural content, as he explains, is cognitive skills derived from various subjects. Dealing with content requires Higher-Order Thinking skills and different learning procedures. The learner has to interact with texts and find, differentiate, compare and contrast content. Such operations require the use of language as a means.

The following sources were referred to in order to have a comprehensive understanding of the term content standards in education and to assess their use in the learning-teaching process, especially in relation to the content in second language education.

A rubric was prepared based on Cummins's Framework in Figure 1 in evaluating instructional materials in bilingual education.



Source: Pearson Education 2009 Cummins's Framework and content standards

Figure 1. Cummins's Framework to Classify Language Activities.

Chamot (2009) identifies the following factors influencing literacy development in the learner.

- Academic oral fluency in the first language and in English
- Difficulties inherent in reading English.
- The role of teachers of English. (p.138)

These potential reading and writing difficulties need to be addressed by all teachers of English including the teachers teaching English as a Second Language, (ESL), English as Foreign Language (EFL), and Content and Language Integrated Learning (CLIL) teachers.

In the Sri Lankan context, however, content standards are laid down and presented in the form of competencies in the national curriculum.

Achieving the second objective requires the analysis of the process standards of the bilingual curriculum. This section of the study examines literature relating to process standards with the aim of formulating an operational definition of process standards.

Louw and Muller (2014) defines process standards to be statements that describe skills students should develop to engage in the process of learning. Process standards are not specific to a particular discipline but are generic skills that are applicable to any discipline. He also points out that content standards and process standards in a curriculum are not rigid but permeable and stretchy.

Chamot's (2009) viewpoint is that process standards can vary depending on the nature of the discipline. She explains how the process standards differ in Mathematics, Science, Social science, and language arts. However, unlike content standards, all the four disciplines share common process standards too.

The status of the process standards in teaching English as a Second Language and teaching content in English in bilingual classes was studied in relation to an observation schedule. This schedule was adapted from the Sheltered Instruction Observation Protocol (SIOP) model, a tested tool (Echevarria & Short, 2010). In adapting the schedule, elements of the CLIL methodology suggested in Mehisto, Marsh, and Frigols (2008) were also incorporated.

SIOP protocol is designed to observe Sheltered Content-Based Instruction. When adapted, it can be used as a tool in observing the teaching-learning process in second language classes and teaching content in bilingual classes too. Some adaptations were done in the protocol to suit the Sri Lankan context. The objective of the National Education Commission (2003) in introducing Bilingual Education, the bilingual model, precisely the maintenance model, that suits the Sri Lankan context and the nature of CLIL model that the Sri Lankan Bilingual Education needs were also critically viewed.

Most of the features in the protocol are applicable to evaluate the learning-teaching process in second language classes and bilingual classes. These features are also in line with second language learning theories. When designing and implementing language lessons in the second language classes facilitating BICS and CALPS, ELT experts can act as facilitators in CLIL in Bilingual Education at all levels; in making policy decisions in designing ESL curriculum and in teacher education. In addition to the major theoretical foundation, teachers need to understand how bilingual learners acquire and learn a second language. Therefore, hypotheses relating to Language Teaching (ELT) are also incorporated into this study to support the major theoretical foundation. Vygotsky's sociocultural theory specially the notion of the Zone of Proximal Development can effectively be related to collaborative language learning.

- Krashan's theory of Second Language Acquisition (SLA) - L2 learning
- Michael Long's Interactional Hypothesis.

- Merrill Swain's Output Hypothesis.
- Lev Vygotsky's socio-cultural theory

The reason why I intend to incorporate these hypotheses into my study is that they all can be related to second language education in many ways. Bilingual education too involves the optimum use of additional, foreign or second language at various dimensions. In addition to that, competence in SLA theories too is essential in making Bilingual Education an effective teaching-learning approach in Sri Lanka especially in realizing language objectives.

Content and Language Integrated Learning (CLIL) as an approach

Goals of bilingual education vary according to multiple needs of the context where it operates. An appropriate learning teaching approach, designed to meet the needs of the Sri Lankan context, therefore, is a prerequisite to realizing the objectives of Sri Lankan bilingual education. Content and Language Integrated Learning is one of the approaches capable of achieving the objectives of Bilingual Education stipulated in the National Education Commission (2003).

6“...introduced in junior secondary classes to provide an enabling environment to ensure that all students, irrespective of socio-economic and/ or regional disparities have the opportunity to acquire a level of English proficiency adequate for higher education and career advancement” (NEC, 2003, p, 178).

What is necessary to realize the goals of bilingual education as specified in the commission report is to design a teaching-learning process supporting learners to “acquire a level of English proficiency adequate for higher education and career advancement” (p.178).

The commission report focuses more on the improvement of the second language; functional use of the second language. The challenge lies here is to make use of the content, subjects specified in the curriculum, in order to improve the standard of English of the learner while at the same time improving the learner's content knowledge.

Wijayadharmadasa (2009) citing Darn (2006) CLIL approach is related to modern English Language Teaching in many ways. Brinton, Snow and Wesche (1989) refer to CLIL as “concurrent teaching of academic subject matter and second language skills’ (p. iii).

These definitions share unique characteristics;

CLIL is a dual-focused teaching-learning approach aiming at bi-literacy through bilingualism; Sustaining and developing the first language and the additional language; second or foreign language, are also an objective of CLIL.

CLIL as an approach is permeable and adaptable.

There are various models of CLIL available in the literature on bilingual education. This part of the text focuses on four models which can be placed on a CLIL.

Cognitive Academic Language Proficiency Skills (CALPS)

Describing CALP Echevarria, Vogt, Short (2004) claims that CALPS is a language proficiency associated with schooling and abstract language abilities required for academic work. According to them, it is a more complex, conceptual, linguistic ability that involves Higher Order Thinking (HOT) skills such as analysis, synthesis, and evaluation.

CALPS, as it is evident in literature, is the context-reduced academic language in the classroom. It takes five to seven years for English language learners to become proficient in the language of the classroom due to the fact that non-verbal clues are absent and academic language is abstract.

Literacy demands are high (narrative and expository text and textbooks are written beyond the language proficiency of the students);

The role of Basic Interpersonal Communication Skills (BICS) in Bilingual Education

Bilingual education demands CALPS in order for it to be an effective teaching-learning process. Subjects prescribed for bilingual education are full of registers and jargons and therefore are academic in mode. The notion of CALPS is specific to the social context of schooling, hence the term academic language proficiency can thus be defined as “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (Cummins, 2000, p. 67).

Another distinct language skill that can be associated with CALPS is Basic Interpersonal Communication Skills (BICS). BICS according to Cummins (1984) is the language that pupils acquire from their immediate and familiar environment in “context embedded” situations. He terms this language skill as playground language or day-to-day language that the learners need to fulfill their day-to-day requirements. Cummins claims that BICS can be acquired by a learner within 6 months to 3 years Cummins’ data setting; research base, however, is Anglophone children whose language environment is contrastingly different from that of the Sri Lankan settings where learners do not have sufficient opportunities to acquire second language skills from their immediate environment. Thus, the status in Sri Lanka in the case of acquiring BICS is different. BICS in Sri Lanka has to be explained in terms of its sociolinguistic environment. English has been a foreign language to many in Sri Lanka and consequently, opportunities for the learner to acquire English in a natural environment are minimal. Formal classroom learning becomes the only source for the majority of the learners to acquire BICS. Even in the classrooms, the observed approaches used in the learning-teaching process are noninteractive. Support that the learners receive by way of scaffolding and underpinning is also minimal. Consequently, learners are deprived of a BBICS-enriching environment. The challenge, therefore, is to invent creative learning events in the learning teaching process to facilitate BICS in the learner.

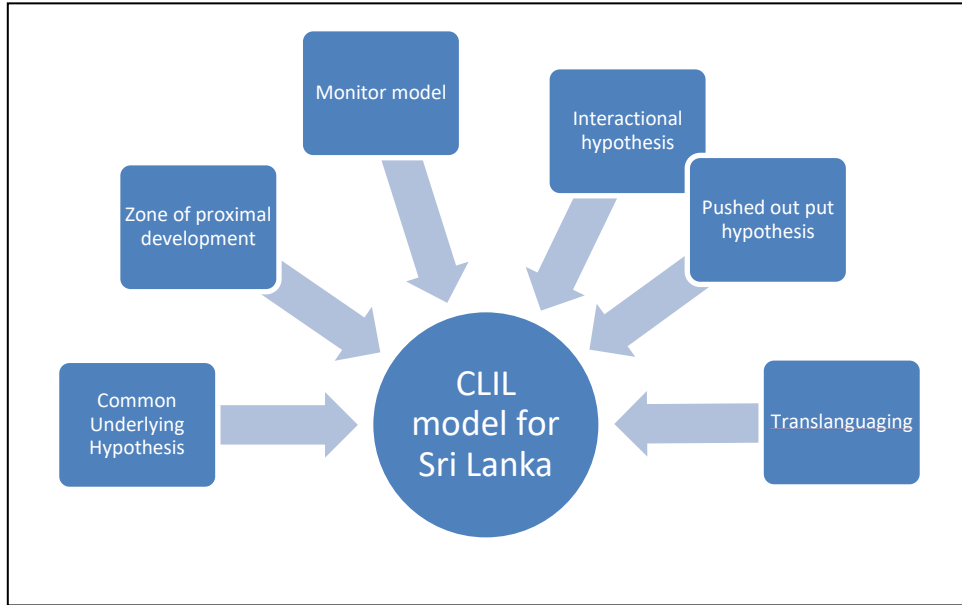


Figure 2. Constituents of a CLIL Model Facilitating Second Language Development.

Theories and hypotheses used in this study are condensed in the diagram given below

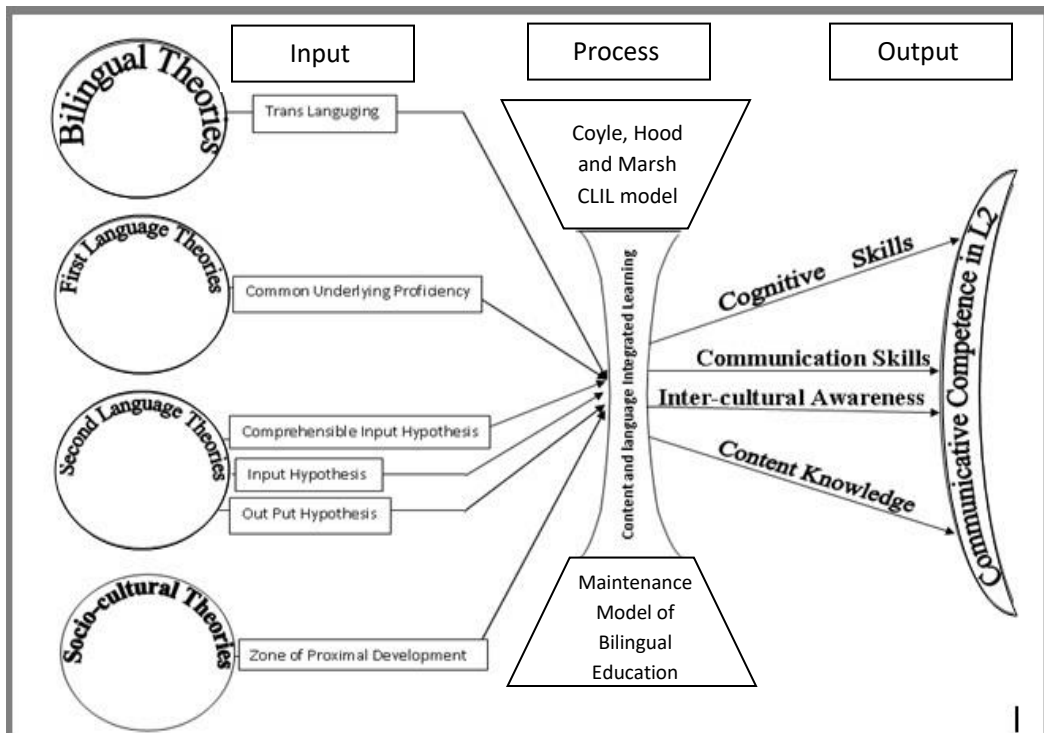


Figure 3. Graphical Presentation of Theoretical Perspective

Empirical evidence

Bilingual Education as a booster in second language development

An experimental study done in a multilingual setting Abu-Rabia and Sanitsky (2010) supports the potential of Bilingual Education in language transfer. The research was an experimental research. The experimental group used in this research was Russian Israeli children for whom Russian was the native language and Hebrew was their second language. The control group consisted of Hebrew students whose native language was Hebrew and they were not exposed to a second language as Russian pupils were. A test was administered to both the groups where cognitive and, meta-cognitive linguistic items were tested including IQ, reading strategies, syntactic judgment, orthographic choice, orthographic knowledge, and phonological awareness. In addition, language knowledge tests; vocabulary, word reading, spelling, and reading comprehension were also tested. Test results indicated that English skills among the native Russian speakers who had exposure to two languages; Russians and Hebrew, were stronger than the native Hebrew speakers on almost all measures. This experimental study shows the effectiveness of learning two languages in developing the second language skills of the learners. In the same study it was found that the learners need 3 competencies to be successful CLIL learners; foreign language competence, subject matter competence, and interactive competence.

Uchikoshi and Maniates (2010) present research evidence to support the effect of language transfer in Bilingual Education. Citing research evidence based on a three-year longitudinal experimental research taking children of 4 elementary bilingual schools who speak languages close in cognate patterns (Cantonese and Spanish) as the experimental group and monolingual pupils as the control group researchers have found that bilingual pupils have performed better.

These experimental researches also support the theoretical base of this research, Common Underlying Hypothesis, explaining the power of the use of two or more languages in education causing language transfer. Studies show that this transfer can happen between languages that are linguistically similar and languages that are quite different linguistically.

Teachers of English in the Sri Lankan bilingual context also can organize their teaching to facilitate the second language skills of the bilingual learner causing language transfer. An interdisciplinary approach where there is thematic compatibility between ESL curriculum and bilingual curriculum is a prerequisite to doing this. Also, the ESL teacher and the bilingual teachers' competency in material adaptation is a necessity. Most importantly, an interactive learning teaching process should be implemented in classrooms so as to have BICS and CALPS that are vehicular in language transfer.

A small-scale research Tejkalaova (2009) done to verify the hypothesis of CLIL being motivating and useful for the learners, shows positive results. The researcher has done a lesson based on Mathematics in four different classroom environments. She has employed numerous CLIL-specific methods to be the teaching-learning approach in teaching the lesson.

Citing research evidence of an experimental study done in a multilingual setting making use of 65 CLIL students and 65 and non CLIL students 15 to 16 in age to examine the status of most frequently implemented receptive vocabulary of CILL students and non CLIL students Alba & Maria (2013) claim that CLIL students outperformed non CLIL students in the following areas of vocabulary: kinship terms and friendly terms. Non-CLIL learners’ performance, however, has become better in retrieving vocabulary items on animal terms and sport-related items. Based on this descriptive study Alba and Maria (2013) assert that CLIL learners are better in higher lexical variation and higher lexical richness.

Citing research evidence based on an experimental study Decrane et al. (2007) in a test measuring the pupils’ first language skills have found that CLIL students had outperformed their non CLIL peers.

Research setting

Bilingual schools located in the two districts in the North Western Province (NWP); its pupils, bilingual teachers, and teachers of English teaching in bilingual classes, shifters, their parents were my source for the data. Administrative officers, and curriculum developers also became a rich data source.

NWP consists of two districts, Kurunegala and Puttlam. The province is divided into 8 zones for the convenience of administration; implementation and monitoring in education. There are 6 zones in the district of Kurunegala and two other zones in Puttlam.

Selecting the sample

Bilingual education is a recent development in Sri Lanka and, therefore, the number of bilingual schools is a minority being 17.5 of the total number of schools in the island. Bilingual education is in progress mostly in 1AB and 1C schools including a few type 3 schools and are located either in urban or in semi urban localities as shown in the table given below.

Table 2

Bilingual Schools in the North Western Province

Types	District -Puttlam Zones			District –Kurunegala Zones				
	Puttlam	Chilaw	Kurune gala	Ibbaga muwa	Kuliya pitiya	Giriulla	Maho	Nikawe ratiya
1AB	3	13	18	4	6	10	7	3
1C	2	5	5	8	1	3	13	19
Type 3	1	-	2	3	1	1	3	3
	6	18	25	15	8	14	23	25
							Total	134

Source: Department of Education North Western Province

Data gathering instruments

This study is a cross-sectional descriptive survey, exploring the status assigned to the second language component in the teaching-learning process in bilingual education, that can be explored through close observation of teachers and pupils in action. In addition to this, content standards and the process standards of the second language curriculum were analyzed. Both qualitative and quantitative data gathering instruments were used in collecting data to ensure the validity of the findings.

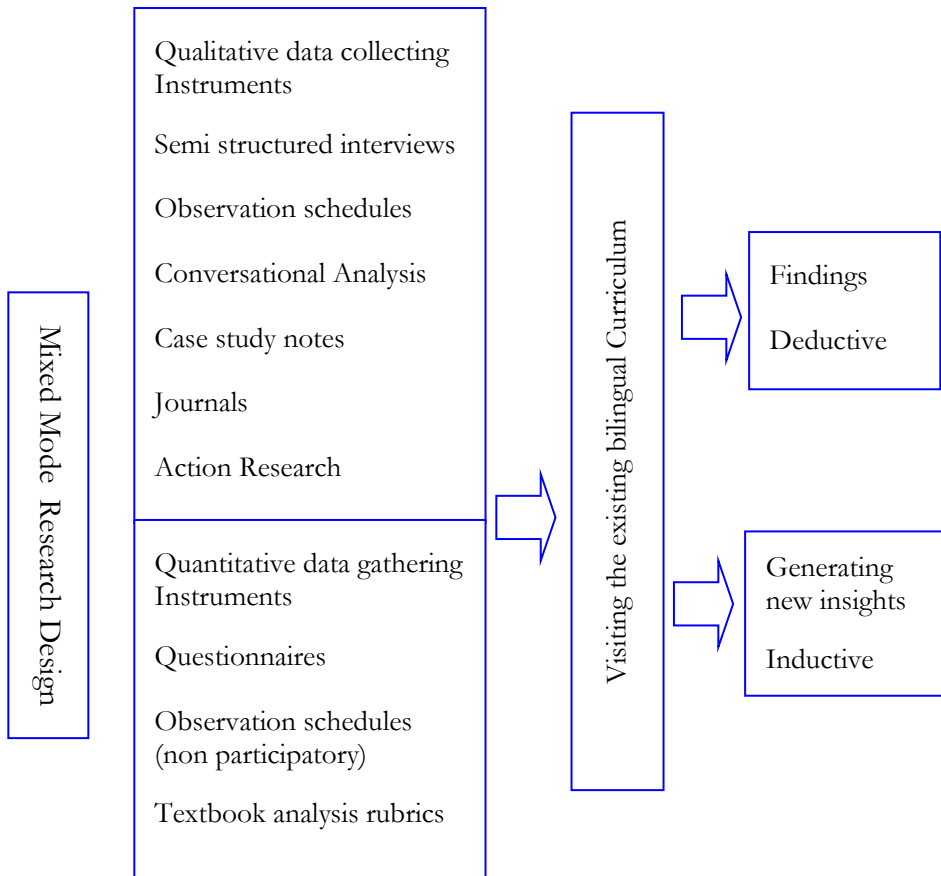


Figure 4. Data Gathering Instruments

Data analysis

Data presentation structure

Data collected in this research were analyzed and presented in relation to three objectives;

- to analyze the content standards of the English language curriculum for grades 6-11 in relation to (Content & Language Integrated Learning (CLIL))
- to study the process standards in teaching English in grades 6-11 in relation to Content & Language Integrated Learning (CLIL)
- to study areas where English Language Teaching (ELT) experts' intervention is necessary for teaching English in grades 6-11 in facilitating CLIL.

Data collected in relation to the three objectives mentioned above are analyzed to invent a CLIL framework capable of facilitating the learner's subject competency and second language competency.

Analysis of content standards

Thematic compatibility between Second language textbooks and bilingual textbooks

Analysis of the textbooks was based on the following rationale.

Instructional materials; syllabuses, prescribed textbooks, and Teacher's Instruction Manuals, in the two areas mentioned above should be specially designed to facilitate CLIL in bilingual education.

Approach/s to deliver the content should be capable of supporting BICS and CALPS.

This potential in textbooks; ESL textbooks and Bilingual textbooks, were studied in relation to specially designed rubrics. The themes of ESL textbooks prescribed for grades 6 to 11 were compared with bilingual textbooks in relation to the rubric. Here the themes in the texts and practice activities like exercises and assignments and projects recommended were also analyzed. Although textbook is introduced as an aid to teaching the syllabi, the common practice in schools, as I observed, is teaching textbooks solely with no adaptation and no supplementary materials.

Table 3*Thematic Compatibility Between Language Textbooks and Bilingual Textbooks*

Grades	Number of themes in English	Science	%	Rating	Maths	Rating	Geography	%	Rating	Citizenship Education	%	Rating
6	25	2	8%	1	0	1	3	12%	1	0	0%	1
7	24	7	29%	3	0	1	4	17%	1	1	4%	1
8	30	4	13%	2	2	1	3	10%	1	3	7%	1
9	32	0	0%	1	0	1	5	16%	2	5	16%	2
10	31	6	6%	1	0	1	2	6%	1	5	13%	2
11	48	14	29%	2	0	1	0	0%	1	10	21%	2

When comparing the themes of English language teaching texts with those of the bilingual texts, it was found, that the thematic compatibility in ESL textbooks is minimum in the grades specified above. This incompatibility prevents the ESL teacher from exploiting the texts in language textbooks in enriching the content knowledge and language skills of the bilingual learner.

Table 3 reveals that the ESL textbooks and bilingual textbooks remain discrete as there has not been a partnership among all stakeholders that are centrally and peripherally involved in designing the learning-teaching process in ESL education and in Bilingual education. The absence of a bilingual framework, as revealed in interviews, too is a reason for this incompatibility.

Compatibility of competencies of ESL textbooks and the content in bilingual textbooks

Competencies laid down in second language text from grade 6 to grade 11 were evaluated in relation to a rubric. The objective of this evaluation is to study the effectiveness of competencies in developing BICS and CALP of the learner. Two rubrics (a five-point scale) was prepared incorporating theories where this study was based on. The rubrics were evaluated by 5 experts on Bilingual Education and Teaching English as a Second Language applying the indicators to the textbook grade 6. The ratings of five experts were statistically tested to find the variance among the experts.

Table 4

Analysis of Essential Second Language Learning Competencies in ESL texts

Grades	Competencies	BICS	Rating	CALP	Rating
6	29	7	Fair	22	Good
7	31	7	Fair	24	Good
8	34	7	Fair	27	Good
9	38	6	Fair	32	Good
10	41	3	Fair	38	V good
11	34	6	Fair	28	V good

Table 5

Analysis of Essential Competencies in Second Language Texts in Terms of Lower Order Thinking Skills (LOT) and Higher Order Thinking skills (HOT)

Grades	Competencies	Higher Order Thinking Skills	Lower Oder Thinking Skills
6	29	2	27
7	31	3	29
8	34	10	24
9	38	9	29
10	41	6	35
11	34	10	28

The potential of competencies in generating Higher Order Thinking (HOT) and Lower Order Thinking (LOT) was looked into in this analysis in relation to a checklist. This checklist was prepared taking Bloom’s revised taxonomy, to be the base. As it is indicated in Table 5 textbooks focus more on improving the Cognitive Academic Language Proficiency Skills (CALPS) of the learner. Quite contrastingly, however, completion of activities designed based on the competencies, address Lower Order Thinking skills. An observation of the learning-teaching practice revealed that the learning-teaching process does not address this need adequately. That is why all grades in Table 4 fall into the “fair” category in the rating scale. Although competencies involve characteristics of CALP such as

- Academic Language

- Four language skills
- Reduced Context

Completion of activities, because of the way they are structured, demands less analytical skills. A study into the content standards reveals that bilingual learners need more CALPS in learning subjects specified in the bilingual curriculum. In other words, they need the second language to accomplish tasks demanding Higher Order Thinking skills. Also, as Cummins (1981a, 2004) claims CALP can bring about language transfer in bilingual education.

This facility, ESL textbooks facilitating second language use in Bilingual Education, is found to a lesser extent in language texts.

Analysis of learning outcomes in ESL texts and selected bilingual texts

Fifty-seven learning outcomes of ESL texts in the selected bilingual texts were analyzed using Bloom's Revised Taxonomy as a tool. Action verbs in the taxonomy of learning outcomes enabled the researcher to examine the expected learner performances in relation to content standards. This analysis is also in keeping with the first objective. Analysis of learning outcomes is more appropriate as learning outcomes measure learners' performances discretely in all three domains, cognitive, psychomotor and affective while competencies are broad and generic as performance indicators. Also, competencies are mostly articulated in pedagogical terms than in pragmatic and practical terms. Also learning outcomes, in the case of the second language, focus more on 'use' than 'usage' in language.

Conclusions and recommendations

Introducing Bilingual Education to the Sri Lankan national curriculum is not based on a research-based study. First, it was English Medium Education for GCE advanced level classes and then the National Amity Project for the Junior Secondary Level. The terminology used to explain this programme was English Medium Education. It took three years (2001-2003) for the system to understand the terminology was inappropriate and the programme implemented was a type of Bilingual Education. Consequently, in 2003, the National Education Commission identified the programme to be Bilingual Education. Even by 2022, a bilingual framework proper including features of a teaching approach has not been designed. These drawbacks are the result of not having a bilingual framework or a model ensuring a partnership among key stakeholders and a rationale for clearly defined content standards and process standards. This arbitrariness has caused a series of problems in the Sri Lankan Bilingual Education curriculum.

It is evident that the instructional materials prescribed for bilingual education are direct translations of the monolingual curriculum. As it was revealed at the interviews held with the curriculum developers and the officers of the Education Publication Department,

the involvement of bilingual experts and second language experts was not sought in designing the curriculum. Consequently, the content standards of the Bilingual curriculum are purely content-focused, focusing only on teaching content.

Thus, both second language curriculum and content-based curriculum are not determined by Content and Language Integrated Learning (CLIL) in Bilingual Education. The reason, obviously, is the absence of partnership among English Language Teaching (ELT) experts content experts, and policy designers.

Consequently, themes in ESL texts fail to support and facilitate the themes in bilingual texts. Classroom observations reveal that teachers lack knowledge and skills in adapting texts in language texts to facilitate BICS and CALP enabling learners to gain language skills and content necessary to engage in studying subjects prescribed in Bilingual Education. Lack of adaptation of materials has made learning English difficult for most of the students and this has increased shifters in bilingual classes.

There has not been a partnership among institutions responsible for making policy level decisions in designing Second Language and bilingual curricular and textbooks and other instructional materials. Interview data confirm this absence of partnership and the lack of collaboration among institutions has delayed designing a bilingual framework with an appropriate leaning teaching approach in Bilingual Education. Lack of collaboration between language teachers and bilingual teachers is also evident at provincial, zonal divisional and school levels.

Determining and designing content standards in the ESL curriculum and in Bilingual Education require a learning-teaching approach. Content and Language Integrated Learning (CLIL) has been a widely used approach in contexts where Bilingual and Multilingual Education is in progress. CLIL as a dual focus approach emphasizes the teaching of content and second language in varying degrees, from “soft CLIL” to “hard CLIL”. Although CLIL is discussed in workshops at various levels, and the resource materials published by the National Institute of Education accept this to be a teaching approach in Bilingual Education, so far, no policy level acceptance and authorization have been given to CLIL as an approach in the Sri Lankan Bilingual Education. Analysis of bilingual texts and ESL texts proves the above observation.

Recommendations to improve the status of Bilingual Education

Content standards of the ESL curriculum should be defined in terms of the objective of the National Education Commission in introducing Bilingual Education. Further, the status of English in the country; second or foreign language situation in sociolinguistic terms, in Sri Lanka should be identified. In doing so content standards of the Bilingual curriculum should also be studied. This study should be a collaborative work done by all key stakeholders involved in ESL education. At the institutional level, the Department of English and Foreign

language and Bilingual Education unit of the National Institute of Education, Educational Publication Department and the Bilingual Unit of the Ministry of Education should work collaboratively in deciding the content standards of the ESL curriculum too. An interdisciplinary curriculum should be the outcome of this collaboration. ESL curriculum should contain lessons capable of creating readiness in the learner to study the content prescribed in bilingual texts. Themes of the ESL syllabi should facilitate learning the content in Bilingual education by,

- Familiarizing the ESL learners with the themes of the Bilingual syllabi by way of including texts with exploitable themes corresponding to those of Bilingual Education.
- Introducing high-frequency words relating to subjects' terminology to the learner through second language lessons.
- Exposing the ESL learner to language functions and sentence patterns that are helpful in engaging in interactive activities and in academic use of language in learning content.

An operational definition for process standards should be formulated.

In the case of designing content standards, Education policy designers, and curriculum designers should work collaboratively using second language expertise and Bilingual Education expertise in designing rationale for process standards in the ESL curriculum facilitating Bilingual Education.

Bilingual branch of the Ministry of Education and the Foreign Language and the Bilingual branch of the National Institute of Education have identified CLIL to be the approach to teaching prescribed subjects in the Bilingual Education in Sri Lanka. Designing a CLIL model suitable for Sri Lankan context is essential. It should be a model comprised of Soft and hard CLIL.

A monitoring mechanism comprises of trained professionals to monitor the learning-teaching process in Bilingual Education including the teaching of English should be appointed. The practice is employing available In-Service Advisors who are not professionally qualified to observe the ESL teacher in a Bilingual Education context and then suggest feedback. The Bilingual programme being new, has generated a lot of issues pertaining to the teaching-learning process. These problems remain unattended to as there are no professionals region-wise to address these issues.

Bilingual teachers should identify problems and challenges they encounter in realizing language objectives in teaching the content in Bilingual classes. This can be done by a collaborative textbook analysis and peer evaluation of teaching.

Teachers of English can critically analyze these challenges and think of ways and means of supporting the content teachers. The support can be extended to the content teachers mainly in two ways. One is to do a consultation service for content teachers at the quality circles where teachers meet to discuss their professional issues relating to learning and teaching. Peer evaluation is another possible strategy.

Next step, which is the main focus of this study, is to organize the teaching-learning process collaboratively by the language teacher and the content teacher in teaching English to facilitate BICS and CALP of the second language learner.

Designing a second language teaching model facilitating CLIL in Sri Lankan Bilingual Education is the intended outcome of this research. as stated in the 4th objective of the study.

This study presents the characteristics of a CLIL framework that can be developed into a model subsequently. Developing a model could not be undertaken as it needs time to implement and trial the framework.

Characteristics of the proposed framework will be explained in relation to content standards and process standards and the tentative model suggested in chapter two.

A philosophy, vision and mission should be articulated to reach the aims and objectives of the bilingual curriculum.

Introducing an interdisciplinary curriculum or a cross-curriculum where there is compatibility among the themes in the ESL curriculum and the Bilingual curriculum has been a strong necessity.

Instructional materials for bilingual education, textbooks Teachers' Instructional Manuals and other related materials should specifically be written to suit the pupils those who study English as a second language.

ESL syllabus should be interdisciplinary enabling the second language teacher to exploit the texts easily enriching the content and language skills of the second language enabling him/her to transfer and apply these skills in learning content in Bilingual Education.

A functional syllabus is desirable ensuring communicative language learning.

Grammatical terminology should be labelled to highlight their functions in communication. For instance, instead of using the term degree adverb for the word very, the term intensifier can be used as the word very intensify meaning (semantically).

Process standards should be governed by the following principles.

- Status of English in Sri Lanka, whether it is a foreign language or a second language situation.
- Learner heterogeneity manifested in diverse forms, environmental, psychosocial, and intelligence.

Proposals of the National Education Commission (2003) as proposes bilingualism aiming at developing second language proficiency of the Sri Lankan students at junior and senior secondary levels. This, therefore, is the focus in bilingual education in Sri Lanka. A CLIL model that pays emphasis on improving second language proficiency of the learner is essential in reaching the aims of Sri Lankan bilingual education.

Learners have got to study 'context reduced' abstract content in English full of low frequency words. Abstract concepts are also incorporated into subjects. Pupils need Higher Order Thinking Skills to comprehend internalize and communicate the content. Further, Bilingual teachers are not equipped with required second language proficiency and English Language Teaching skills to enrich the learners' second language proficiency. One of the objectives of this study is to study the potential of Second language teaching in facilitating the bilingual and monolingual learners' second language skills.

Themes in the ESL curriculum should be in compatible with that of the content in the bilingual curriculum. The content, at the same time should be comprehensible to the learner. The vocabulary used in texts, length of the sentences and the style of writing can make content comprehensible. Comprehensible content in the ESL curriculum or the Bilingual curriculum facilitates learners' comprehension. Comprehensible content in learning tasks makes the tasks less challenging. Thus, interdisciplinary curriculum can facilitate language learning. Content in lessons in the action research were prepared based on this insight.

Learning tasks should be designed catering for the age and interests of the learners. Interactive learning should be the principle behind learning tasks. Insights gained from Comprehensible Input, Interactional Hypothesis and Output Hypothesis can be incorporated into the learning tasks.

The bilingual model aligns with the proposed CLIL model is the maintenance bilingual model. Maintenance model accommodates and maintains first language in education in addition to the additional language. This model of bilingual education, thus, has room to use mother tongue judiciously. In the maintenance model, can be effectively used in designing content standards. Use of bilingual strategies, such as displaying visuals in tri or bi lingual media is some of the translanguaging strategies. Such strategies are essential in the Sri Lankan context where exposure to second language is low.

These insights were incorporated into in designing the action research as an intervention mechanism in the study. The objective of the action research was to study the impact of second language teaching in facilitating learning content in bilingual education. Content compatible with the themes in bilingual curriculum was selected to be the content in ESL lessons. Learner centered interactive mode was the learning teaching process adopted in the learning teaching process. Insights in interactional hypothesis, input hypothesis and output hypothesis were incorporated into in designing the learning teaching process. Strategies based on these theories were found to be effective. Hence these theories are used as theoretical underpinnings of the proposed CLIL model.

Learning teaching process has to be planned collaboratively by the content teacher and the second language teacher in the proposed CLIL programme. Second language teachers' assistance is necessary for the content teacher to locate language elements, expressions, structures embedded into content lessons. Second language teachers can also help the content learner to incorporate ELT techniques in teaching content. Second language teachers can also organize their language teaching lessons facilitating second language skills of both bilingual and monolingual learners. Second language teachers, then become strong elements in the proposed CLIL model.

Some changes in the administrative structure in schools also should be changed to accommodate the proposed CLIL model. Sufficient resources should be made available to the CLIL teachers to organize quality learning teaching sessions sustaining learner interests and motivation and learner engagement. Supplementary materials, audio visual aids necessary to make content comprehensible should be made available to the teachers. There should be enough space in classrooms for the learners to engage in interactive activities. The space can be made use of in displaying charts, graphs etc in bilingual mode.

Evaluation in the proposed CLIL model

Evaluation criteria in Bilingual Education should not be confined only to evaluate content. Criteria should be modified to evaluate language elements also.

The role and responsibility of the ESL curriculum has to be redefined in order to facilitate improving the second language proficiency of the bilingual learner.

Different CLIL models practiced in various contexts were discussed in sections in the study. A CLIL model has to be invented to suit the requirement of Sri Lankan Bilingual Education.

As it was evident in the classroom observations, teacher dominated lecture method is frequented in the learning teaching process. This practice prevents interactive learning in the classroom and therefore the use of BICS and CALP in the ESL classroom and the

bilingual classroom. In order to remedy this, rationale for lesson planning should be suggested in the Teacher Instructional Manual.

There should be a monitoring mechanism to observe the learning teaching process. Monitoring should be done by internal mechanism established by the school and by an external body.

Quality circle meetings that are dormant now should be activated enabling teachers and mentors to discuss findings made in monitoring sessions.

As the teachers observed are not inventive to the maximum, initially interactive model with interactive activities should be suggested in the Teachers' Instructional Manual for the teachers to be guided by.

A specifically designed lesson plan where content and language objectives are equally emphasized should be introduced to content teachers. These lesson plans should be designed collaboratively by the content teachers and language teachers.

Second language teachers are hesitant to use alternative approaches in the teaching learning process due to two reasons. One of the main reasons is the constraints in the exam-oriented syllabus. Teachers are made to take the content in textbook to be the only source in preparing pupils for examinations at zonal, provincial and national levels. There are instances where teachers are instructed to adhere to content lessons in textbooks by the administration. Another reason is that teachers of both categories do not venture to seek alternative materials.

In order to remedy the problems identified in the study, teachers should be allowed to use alternative approaches so long as they are in keeping with the rationale for process standards and content standards suggested in the study. Also, sources that can be made use of teaching should be made available to the teachers those who are not access to alternative texts.

The present education system in Sri Lanka also demands teacher involvement in administrative affairs that are distantly relevant to the learning teaching process. Such involvements can sometimes be a hindrance for the teachers to get fully involved in the learning teaching process. One of the reasons for not having an educational dialogue between the second language teachers and content teachers is the tight schedule that the teachers are involved in. Teachers should be immersed in an educational culture where they think leisurely and work collaboratively. This has been essential for the ESL teacher in Bilingual Education and the content teacher in the same position. Additional activities relating to administrative issues assigned to teachers should be reduced. More time should be made available to the teachers for affairs relating to learning and teaching.

Material adaptation should be made a major component in teacher training programmes. Supplementary materials facilitating content in the ESL curriculum and the

Bilingual curriculum should be made available to the pupils. These materials should be taken as a source for the teachers to use as alternative texts.

Role of the ESL teacher in ensuring process standards

ESL teachers should design learning teaching procedure in collaboration with the bilingual teachers setting both content and language objectives in lessons.

The syllabus being statutory, the teacher has no role in altering it. However, the teacher can adapt the content to suit different learner styles. They can exploit the text available to enrich the content and language skills of the learner; to use language to learn it and to learn language to use it. They can also make use of the text to set communicative tasks as a vehicle to improve the learners BICS and CALPS and play the role of an informant, monitor facilitator where necessary in the learning teaching approach.

In this regard, multiple interactions should be the rationale for mode of teaching.

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