Application of learner-languages-influential CLIL across A (5Cs+S) in School-based Bilingual Education Teacher Development Programme (SCBETDP), Sri Lanka

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In developing and expanding the Bilingual Education Programme (BEP) in Sri Lanka, SCBETDP was designed to decentralize academic and professional authority. It introduced different resource pools: action research, material development, and delivery of teacher development assisted by mentoring, team-teaching, and peer observations. This initiative incorporates into the system language-related pedagogy focusing on functional perspectives of languages in education linking with Sri Lankan community features and influence of local languages for strengthening use of L2 (English) for both conversational and academic purposes.

In this context, Teachers of Bilingual Education (BETT) have observed how the content amalgamated with language becomes a source and resource for promoting knowledge, skills, and attitudes. In addition, Sri Lankan BETT have experienced the importance of students’ first languages in the BE curriculum and the application of Content and Language Integrated Learning (CLIL) through pedagogical techniques such as code switching. The material used in this program consisted of model CLIL lessons, training manuals, reflective journals, action research guides, occasional immersion contexts (camps, exhibitions, and academically oriented field trips), and model supplementary materials. The professional development experienced through reflective practice and action research was strong practical evidence for stakeholders to go ahead with local, national, and international exposure. Meanwhile, the program allowed the development of and encouraged looking into the strengths of the curricular model called A (5Cs + S) (Asoka, 2012) for comprehensive curricular interventions.