

**HANDBOOK  
ON  
CONTENT AND LANGUAGE INTEGRATED LEARNING  
(CLIL)**

Bilingual Education and Trilingual Programmes Branch  
Ministry of Education  
2016

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## **Message from the Minister of Education**

The Sri Lankan model of Bilingual Education should necessarily reflect the language policies and the socio, economic and cultural needs of our country. Therefore, the Bilingual Education Programme which is implemented in the general education system in Sri Lanka focuses on the potential of link language i.e. English, of our future generation that ultimately paves the way for social cohesion and social integration among communities with different linguistic backgrounds, while preserving their respective mother tongue, basically, Sinhala or Tamil.

In this sense, the Bilingual Education Programme is a timely need in a country like ours which is multi-ethnic, multi-cultural and multi-religious. Hence, the stakeholders at all level involved in this programme should make aware of the basis of this programme and the methodology of teaching adapted in accordance with the local context.

Therefore, I believe that a book of this nature which addresses the significant aspects of Bilingual Education Programme would definitely provide the required guidance to all those who are involved in the BE programme.

**Akila Viraj Kariyawasam**

Minister of Education



## **Message from the Secretary of Education**

Bilingual Education is a global trend which has been identified as a local need, since 2001. Remaining as a parallel, optional programme from grade six onwards, it has gained less popularity due to various factors but it is a programme which should be promoted with present and future needs of our country .

Analytical overview of the above issue claims that strengthening the human resource involved in bilingual education is an urgent need. Among general public and even at the school level, some still interpret the programme as English Medium education which gives a totally incorrect interpretation. In order to make this programme appealing to majority of the stakeholders, the concepts, background and pedagogy underlined behind the programme should be made apparent and substantial to stakeholders of all levels such as parents, students, teachers, principals etc.

I believe that this handbook will no doubt meet our expectations in order to ensure that we achieve the goals and objectives of bilingual education programme and a speedy expansion of it while maintaining both equity and quality.

**W. M. Bandusena**

Secretary

Ministry of Education



## **Message from the Additional Secretary**

The availability of a user friendly handbook which consists of most relevant areas on Bilingual Education Programme in a nutshell was a vacuum in the general education system though it has passed more than 12 years since its introduction. In a way, it has resulted in hindering the expansion of Bilingual Education Programme and thereby not providing equal opportunities for all the children in secondary education to follow the BE programme.

Therefore, I firmly believe that the compilation of a handbook of this nature which provides the underlined theories, concepts, history of the programme, methodology of teaching and essentials of Bilingual Education Programme is a timely need.

I hope that all the users such as teachers, In service Advisors, Provincial and Zonal Co-ordinators and relevant stakeholders of the Bilingual Education Programme will definitely reap the optimum benefit out of this handbook and infuse the knowledge so gained to the students who are the ultimate beneficiaries while ensuring the qualitative and quantitative expansion of Bilingual Education programme.

**H.U. Premathilake**

Additional Secretary (Education Quality Development)  
Ministry of Education





## Foreword

The professional needs of both subject and language teachers involved in Bilingual Education are specific and require focused attention to enable teachers to successfully face unique issues in the classroom. During the past few years, CLIL has been introduced as the approach to Bilingual Education and raising trainer and the teacher awareness has been achieved through workshops organized at national, provincial and zonal levels.

In terms of implementation, it is understood that this training alone would not be sufficient for practitioners to address the pedagogic issues which might arise in different contexts and schools. In addition, it became apparent that the Teachers' Guide designed for the monolingual subject teachers did not fulfill the needs of the bilingual teachers to support them in performing their dual roles effectively in the classroom - i.e. as a language teacher and a subject teacher.

In response to the high demand from teachers wishing to update the knowledge and skills required by those involved in Bilingual Education, the Bilingual Education and Trilingual Programmes Branch of the Ministry of Education, proudly presents this Handbook to the stakeholders of bilingual education.

This Handbook is designed to provide practical support to teachers and educators, but would also suit the needs of those who are interested in or involved in Bilingual Education in Sri Lanka. The Handbook consists of seven sections: Bilingual Education Programme in Sri Lanka, CLIL Approach, Planning Learning Situations in CLIL Classrooms, Assessing Learner Progression, Teacher Collaboration and Harmonization and Being Reflective Practitioners. These themes have been selected because of their importance and are discussed in the Handbook in a simple and practical way.

This Handbook is the outcome of collaborative expertise and enthusiastic commitment of a team consisting of MoE, world experts in CLIL, university academics, provincial and zonal officers, principals, ISAs and teachers. I express my gratitude to the above team for bringing together their knowledge, skills and experience to make this Handbook a clear and accessible user-friendly document. In addition, the support and contribution of the Director of Education and the officials of the Policy Planning and Review Branch of the Ministry of Education and the World Bank Colombo office is highly acknowledged.

It is with immense pleasure that this Handbook is presented to you and hope it will be of great use for you in making a productive and successful contribution towards the real beneficiaries of bilingual education: our students.

**Priyatha Nanayakkara**

Director of Education

Bilingual Education and Trilingual Programmes Branch

Ministry of Education



# Content

	Page No
Introduction	01
1. Bilingual Education	03
2. Practices of Bilingual Education Programme in Sri Lanka from 2001	07
3. CLIL as learning - teaching approach to BE	11
4. A BE Teacher's Guide to Basic CLIL Principles	15
5. Teacher Collaboration	21
6. Harmonization	23
7. The CLIL Journey.....What Research is Telling Us	27



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# Introduction

This Handbook is for teachers and educators. Its main goal is to provide user-friendly guidance and practical support for those interested in or involved in the Bilingual Education Programme (BEP) set within the general education system of Sri Lanka. In order to support teachers in evolving an effective and robust BEP, the Ministry of Education, the National Institute of Education, university academics, provincial and zonal level officers, in-service advisers, principals and teachers have collaborated to ensure that the basic principles of the BEP are clear, accessible and shared. The Handbook provides a starting point which seeks to:

1. Contextualize the development of Bilingual Education and the Bilingual Education Programme (BEP) in Sri Lanka;
2. Provide teachers with a practical guide to the basic principles of a CLIL approach to BE;
3. Guide the planning of BE learning events;<sup>1</sup> exemplify learner progression and student assessment;
4. Encourage BE teachers to engage in teacher collaboration and social harmonization;
5. Share practices which focus on harmonizing monolingual and bilingual education in Sri Lanka;
6. Support teacher reflection through raising awareness on current research and trends;
7. Guide collaborative involvement with local and regional communities.

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<sup>1</sup> Learning events - a term used in this Handbook which indicates a sequence of tasks and activities which pupils are guided through leading to progression in learning. The sequence of tasks may be within a lesson or may take several lessons. The key is that learning has taken place in a cyclical way in terms of conceptual development.





# 1. Bilingual Education

In this section, we focus on different models and overarching principles of Bilingual Education across the world. Three main types are outlined to identify the nature of the BEP in Sri Lanka.

## 1.1 Bilingual Education: a simple label for a complex phenomenon

If somebody asks what the term Bilingual Education (BE) means, it is a difficult question to answer. This is because there are many different interpretations and practices of Bilingual Education across the world, all of which identify specific goals and purposes related to social, economic and educational contexts on a regional and national level. For example, the United States of America promotes BE programmes as a solution to bringing ‘language minority’ children into mainstream education where the medium of instruction is English. In Canada – a bilingual country – immersion (BE) programmes were first implemented to develop French language proficiency for English speaking children. In the Asian region, the introduction of BE seems to be more connected to economic and educational goals using BE programmes as a means to improve proficiency in an international language (English) and thereby reaching out to the global community.

BE, therefore has many interpretations and meanings depending on the needs of different countries and regions. It is for this reason that Cazden and Snow (1990:9) <sup>2</sup> state that Bilingual Education is a simple label for a complex phenomenon.

However, based on Jim Cummins’ (1997: xi) <sup>3</sup> description of BE, the following provides a useful starting point:

**The term bilingual education usually refers to the use of two (or more) languages of instruction at some point in the student’s school career. The languages are used to teach subject matter content rather than just the language itself.**

Three key principles in the Cummins’ description have pedagogic implication for classroom approaches:

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<sup>2</sup> Cazden, C.B., & Snow, C.E. (eds.) (1990) *English Plus: issues in Bilingual Education* Sage Publications

<sup>3</sup> Cummins, J. (1997) Introduction xi-xiv, In Cummins, J and Corson D (Eds.) *Encyclopaedia of Language and Education Volume : Bilingual Education*, Kluwer Academic Publishers

- i. Use of two (or more) languages of instruction;
- ii. Language as a medium of instruction (learning);
- iii. Teaching subject matter content effectively through a language which may be the learner's second or third language.

The implications of these principles guide the development of BE in Sri Lanka as follows:

- **Creating multilingual classrooms**

In the BEP, two or more languages are used as media of instruction to teach content of subjects such as Science, Mathematics or Geography. In the secondary school curriculum, selected subjects are taught in English while other subjects are taught in either Sinhala or Tamil medium.

- **Learning to use languages and using languages to learn**

In order to develop learner language competence, BE differs from the teaching of English as a subject. This involves learners knowing how to use languages other than their first language to engage in learning linked to the subject matter. This process is much more than acquiring general phrases and technical vocabulary.

- **Effective approaches to classroom learning (pedagogies) in BE Programmes**

BE requires teachers to adopt alternative classroom pedagogies – monolingual approaches are not enough. Therein lies the need for change. BE teachers have to support the appropriate second language development of learners within the context of related subjects if learners are to deepen their conceptual understanding and enrich their learning.

Identifying the principles is one matter. Changing classroom practices to support successful bilingual learning is another. We will analyze these implications more fully, later.

## **1.2 Different types of BE – no model is for ‘export’**

As previously mentioned, there are different types of bilingual education programmes throughout the world with different goals and outcomes. Garcia (2009)<sup>4</sup> identifies over 14 models each with distinctive outcomes relating to socio – political contexts. We have selected three models which provide an overview of different features relating to BE. However, there are no clear cut boundaries between models since programmes have to be flexible in order to meet the needs of regional and national contexts.

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<sup>4</sup> Garcia, O. (2009) *Bilingual Education in the 21st Century: A Global Perspective* Wiley-Blackwell

**Transitional bilingual education programmes** are where the target group represents children of immigrants and minority ethnic groups. The aim is to bring the learners into mainstream education where the language of instruction is the language of the majority of the country but is not the child's first language (L1) but the second (L2) or more (L3). The learner's L1 is gradually reduced over a two to three year period as mainstream language proficiency increases. Consequently, the medium of instruction will change from L1 to the mainstream language L2. The underlying aim is social and cultural assimilation into the majority language. The expected outcome is what is termed **subtractive bilingualism**<sup>5</sup> or in other words **relative monolingualism**. Transitional bilingual education programmes fall into two categories: early exit or late exit programmes. Early exit programmes require using L1 for a short period of time – such as two years. In late exit programmes, the L1 is used over a longer period of time increasing the exposure to L2.

**Developmental bilingual education** focuses on developing target language (L2) proficiency with a purpose of fulfilling economic and social goals. Developmental BE is an **additive**<sup>6</sup> form of bilingual education where students continue to maintain their primary language while learning a second language. Developmental bilingual education programmes are sometimes referred to as '**maintenance bilingual education**'.

For example, these programmes could be implemented to maintain or protect the native/first language of minority groups in a country which provide opportunities to use their native language in the mainstream education.

**Additive or enrichment bilingualism and bi-literacy**<sup>7</sup> education seek to improve proficiency in the target language (L2) while maintaining the child's first language (L1). These programmes encourage and promote L1 together with L2 so that children can learn in both languages. Learners are enabled to use and function in both languages. One such example already referred to is the French immersion programme in Canada, where the target group of learners consists of language majority speakers (L1). In these programmes, early emphasis is given to L2 aiming at pluralism and enrichment, without 'abandoning' literacy development in the first as well as the second language.

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<sup>5</sup> Subtractive bilingual programmes provide primary language instruction on a temporary basis before learners are provided instruction exclusively in the first language of the country. Transitional bilingual education programmes are subtractive in nature.

<sup>6</sup> Additive bilingual programmes aim to add a second language to a learner's repertoire and maintain both languages.

<sup>7</sup> Biliteracy: The ability to speak, read and write in both languages at an academic level.

These models serve as illustrations of the complexities of the concept of bilingual education and the ways in which different models have to serve their own communities and contexts. *No model is for export* (Baetens-Beardsmore, 1992<sup>8</sup>).

It should be noted, however, in the case of Sri Lanka where three languages are spoken, that the BEP has to draw on and adapt existing models in order to respond to the stated aims and outcomes of national priorities. It could be argued that the BEP draws on elements of developmental bilingual education but focuses on Additive or Enrichment models.

Such an eclectic approach to Bilingual Education in Sri Lanka is underpinned by dynamic, socio-economic and cultural demands as outlined in the Introduction.

Note: More recently, there has been a shift in bilingual practices towards adopting new approaches to classroom pedagogies. One such example is the CLIL<sup>9</sup> approach which will be explored in depth in sections 3 and 4. The next section will consider the growth and development of the Bilingual Education Programme in Sri Lanka.

### KEY MESSAGES

- 1. The success of BE in Sri Lanka depends on collaboration among all stakeholders.**
- 2. The BEP is flexible, context-embedded and dynamic.**
- 3. Policies derived from social, economic and cultural factors shape the BE model of a country.**

### REFLECTIONS

- 1. Which of the BE models do you think is the most relevant to Sri Lanka?**
- 2. Why do you think there is so much interest, locally and globally in BE?**

<sup>8</sup> Baetens Beardsmore, H. (1992). Bilingual Education. In J. M. Lynch, C. Modgil, & Sohan Modgil (Eds.), Cultural diversity and the schools: Vol. 1. Education for cultural diversity: Convergence and divergence (pp. 273–283). Falmer Press.

<sup>9</sup> CLIL: Content and Language Integrated Learning. This approach focuses on integrating both subject learning and language learning and using in the L2 so that both are learned simultaneously.

## **2. Practices of Bilingual Education Programme in Sri Lanka from 2001**

In this section, the development of BEP including the subject framework, is documented in terms of policy directives and statistical data.

### **2.1 Objectives of BEP in Sri Lanka**

- To provide opportunity for all students, irrespective of socio-economic and regional disparities, to acquire proficiency in both first language and English without jettisoning Sinhala and Tamil as National and Official languages
- To develop social harmony and social cohesion in a pluralistic society using English as a link language in both local and global social milieu
- To enable students to use English as a source and a means to work in a Knowledge Society through information literacy
- To link academic aspects with socio-economic, political and cultural aspects of the world of work through national languages and the link language at local and global levels

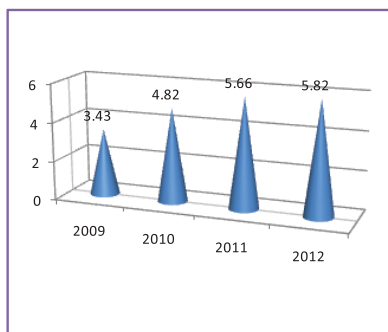
### **2.2 Key milestones of the programme**

- The BEP in Sri Lanka started in 2001. A prior study had determined the feasibility of 1AB schools to offer G.C.E. Advanced Level Science in English. Questionnaires were used to gather data on student motivation/interest i.e. numbers in grade 11 wishing to continue Science study in grade 12 in English medium. Data also included the availability of teachers and their language competence i.e. number of teachers with appropriate linguistic skills to teach Science in English. Accordingly, 100 schools out of 625 1AB schools started the programme in 2001.
- With the introduction of “National Amity Schools Project (NASP)” in 2002, the above initiative was extended to grade 6 and implemented in approximately 80 schools. Four subjects: Science and Technology, Mathematics, Social Studies, Health and Physical Education in grade 6 were taught in English. Other subjects continued to be taught in either Sinhala or Tamil medium depending on the school.
- The first cohort of students followed the programme from grade six and took their GCE Ordinary Level examination in 2007.

- Considering the needs of these students, Commerce and Arts stream subjects were also started in 2008.
- The programme was re-named ‘the Bilingual Education Programme’ in 2007.
- A Content and Language Integrated Learning (CLIL) approach (see section 4) was introduced in 2012 as the learning and teaching methodology underpinning the BEP.

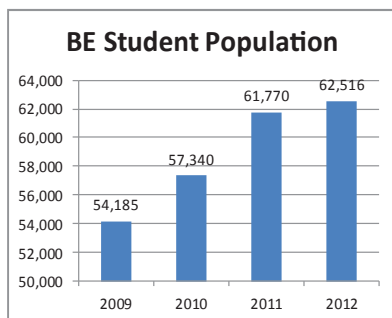
## 2.3 Statistical view of Bilingual Education

### 1. Schools with BEP



Year	Schools with BEP as a % of total number of secondary schools (grade 6-13)
2009	3.43
2010	4.82
2011	5.66
2012	5.82

### 2. Student Population of BE



Year	No. of BE students	As a % of total student population in the secondary grades (grade 6-13)
2009	54,185	2.41
2010	57,340	2.52
2011	61,770	2.69
2012	62,516	2.71

## 2.4 Policy Directives of BEP

The policy directives of the Cabinet of Ministers and Ministry of Education circulars pertaining to BEP are given in Appendix I. The Subject Framework of the BEP is presented below.

1. According to circulars 2008/12 and 2008/12 (i), a Subject Framework is provided for grades 6 to 11 stating the subjects that can be taught in English within the Bilingual Education Programme. Out of the nine subjects, schools can start the programme by teaching at least one subject under BE or the maximum of five subjects based on the availability of resources such as teachers, space etc. in the school. (Refer 2008/12 and 12 (i) circulars for the Subject Framework)
2. The subjects under BE in the G.C.E. (A/L) classes are given in circular 2008/43. Ten subjects which represent all three streams are included in the Subject Framework. If any school needs to teach a subject other than those in the framework, prior approval from the Ministry of Education has to be gained. In such cases, the school is responsible for the necessary facilities such as teacher supply, training, materials etc. for the additional subjects. (Refer 2008/43 circular for G.C.E. (A/L) subjects).

#### KEY MESSAGES

1. BEP can be started in schools by offering at least one subject taught through English.
2. Any student who wishes can opt to study in the BEP, provided resources are available.
3. Students can study at least one subject in L1 in the Advanced Level classes.

#### REFLECTIONS

1. Do you think that it is advantageous to study at least one subject in L1 in Advanced Level classes? Think of reasons to justify your answer.
2. Sri Lanka has a history of multi-lingual education system throughout different periods. Explore the legacy of these practices.
3. What are the current and future challenges of BE in Sri Lanka?





### 3. CLIL as Learning - Teaching Approach to BE

In discussing bilingual models in section 1, references were made to the expansion of CLIL on a global scale. Whilst there are other approaches, in the Sri Lankan context, **Content and Language Integrated Learning (CLIL)** has been adopted as an approach to planning, guiding and evaluating classroom practices in the BEP.

#### 3.1 What is a CLIL approach?

- **Content refers to content of the subjects taught such as Science, Mathematics, Health & Physical Education.**
- **Language means the target language used as the medium of instruction for the subjects mentioned above. In Sri Lanka, English is the target language of BEP and is also the second language in the general education curriculum in schools.**

CLIL, however, is about much more than combining content and language, or directly translating subject matter taught using the first language into a different language. The key point here is that a CLIL approach teaches a subject **through** the medium of another language not entirely **in** that language. This means that the teacher uses the second language as much as possible but uses the L1 where necessary.

CLIL focuses on learning both the content (subject) and the language (the medium of instruction) underpinned by the principles that learners will develop their cognitive skills <sup>10</sup> in both languages and their intercultural awareness as part of the BE learning process.

**Content and Language Integrated Learning (CLIL) is a dual – focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the learning and teaching process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time (Coyle, Hood, Marsh, 2010) <sup>11</sup>.**

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<sup>10</sup> Cognitive skills refer especially to Higher Order Thinking (Bloom’s Taxonomy e.g. applying, analysing, evaluating) as well as problem-solving and creativity.

<sup>11</sup> Coyle, D., Hood, P., and Marsh, D (2010) CLIL Content and Language Integrated Learning.p1. Cambridge University Press

According to this definition, CLIL takes the following into account.

- It is a dual-focused educational approach where both subject content and language development are emphasized.
- An additional language (foreign or second) is used as the medium through which content (subject) is taught. In the case of Sri Lanka, English is used as the second language and it is also the link language.
- Whilst both subject matter learning and language learning are emphasized and taught together, sometimes there is more subject-orientation than language-orientation or vice versa depending on the needs of the learners.

We know that learners need to be cognitively challenged in order for ‘**deep learning**’<sup>12</sup> to take place (see sections 4 and 7). Therefore, a CLIL approach also pays attention to the development of cognitive or thinking skills of BE learners in both languages. This will require BE teachers to:

- be linguistically aware;
- use strategies to support the second language (scaffolding);
- have an appropriate level of language competence in the target language;
- understand how to cognitively challenge learners;
- plan for and ensure learning progression in language development and the subject matter for all learners.

In addition, language and culture are inseparable. In order to take full advantage of learning through another language, a CLIL approach promotes intercultural, social awareness and understanding on different levels. It also raises awareness of the different cultures embedded in individual subjects. For example, procedures in Science<sup>13</sup> are different from practices and procedures in Civics Education. Each subject has its own language and culture.

It must be emphasized that this way of learning requires a different approach from traditional language teaching and content/subject teaching which happens in monolingual education.

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<sup>12</sup> Deep learning motivates and challenges learners. It involves applying what has been learned in one subject to new situations. It relates learning to real life. It involves six competencies that are essential to prepare learners for progression to higher levels: master core academic content; think critically and solve complex problems; work collaboratively; communicate effectively; learn how to learn; develop academic mind sets.

<sup>13</sup> An example of ‘practices in Science’ might include asking questions, defining problems, developing and using models, planning and carrying out investigations, analysing and interpreting data, constructing explanations,, using evidence to support arguments.

### 3.2 What are the benefits and challenges for teachers and learners?

A CLIL approach has distinct challenges and opportunities for both learners and teachers.

When BE students learn Science through English, their concern is to learn Science to the same standard, as if they were learning Science in their first language - like students in Sinhala/Tamil medium classes. For this to happen, the BE teacher has to be able to make explicit the language needed to understand the science concepts and enable individual learners to ‘**language**’<sup>14</sup> (explain in their own words) their understanding of science in L1 and eventually in L2. In other words, thinking and language are linked so the BE teacher will have to pay more attention to enabling learners to access certain types of English not usually taught in an English language class in order to support understanding and cognitive development. For example, learners will need language to express cause and effect, classify, justify etc.

In order to provide quality learning experiences for BE learners, the BE teacher has to ensure that learners are engaged in **deep learning and critical thinking** rather than surface level learning.

A CLIL approach provides opportunities for learners to become more aware of the intercultural aspects of learning on two different levels. The first is rooted in strengthening community understanding, values and socio-economic drivers from monolingual to bilingual to plurilingual and pluricultural<sup>15</sup> contexts. The second concerns the subject itself and the academic cultures or literacies – so that learners can act like scientists or mathematicians.

Learning through and in more than one language does not separate out the languages. It is therefore possible for learning through one language **to transfer** to another. This means that L1 and L2 interact with each other and one language helps to develop skills across other languages. We also know that learning through a second or third language can also impact positively on the learner’s first language, so that literacy skills practised and supported in

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<sup>14</sup> Linguaging is a dynamic process of using language to in order to make meaning. When learners put into their own words what they think they have learned and understood, this is an essential part of the learning process. Linguaging is different from memorising and repetition.

<sup>15</sup> Plurilingual and pluricultural competence refers to a pupil’s experience of languages and cultures, starting with the language of the home, then to that of society at large expanding to the languages of other people. Languages and cultures are not compartmentalised but rather build up communicative competence and intercultural understanding to which all knowledge and experience contributes. Plurilingual and pluricultural pupils are those who can operate in and communicate through more than one language and one culture.

BEP can also help improve literacy skills in L1. Literacy skills which are developed using more than one language are termed ‘pluriliteracies’.<sup>16</sup>

The potential benefits of a CLIL approach are many. Students will learn new subject concepts in L2 as well as L1; will develop subject-related vocabulary and subject-related language fluency in L2; be able to improve their thinking skills both in L1 and L2; develop their literacies across languages; and increase their intercultural understanding.

A CLIL approach will not automatically lead to enriched learning. Instead, the BE teacher has to create learning events in the classroom to develop these opportunities. This has implications for professional development and the basic pedagogic understanding required by all BEP teachers.

#### KEY MESSAGES

- 1. In a CLIL approach, the teacher uses the second language as much as possible but uses the L1 where necessary.**
- 2. In a CLIL approach, attention is paid to the development of cognitive or thinking skills of BE learner in both languages.**
- 3. In a CLIL approach, both subject content and language development are emphasized.**
- 4. In a CLIL approach, learners have opportunities to develop social and intercultural understanding.**

#### REFLECTIONS

- 1. What do you think are the challenges and opportunities in using a CLIL approach in Sri Lankan classrooms?**
- 2. Explain whether this approach can be used to teach any subject in any medium including L1.**

<sup>16</sup> Pluriliteracies means that pupils are developing skills (with reading, interpreting and communicating orally and in writing at the core) which allow them to engage fully in society and in learning through different forms of language and texts not only in their first language but also in another language.

## 4. A BE Teacher's Guide to Basic CLIL Principles

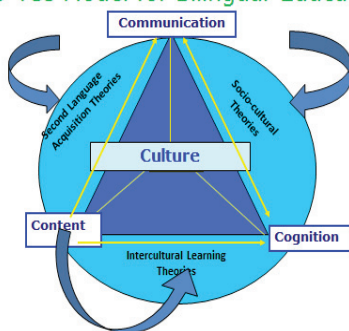
In this section, some basic principles are presented for reflection when adopting a CLIL approach in the BE classroom. They are intended to encourage and support BE teachers to explore and enjoy new ways of working. In order to present a coherent picture, Coyle's 4Cs Model (2010, 551)<sup>17</sup> is explored, followed by a set of pedagogic principles grouped for

- Language progression (BICs/CALP, code-switching, code-mixing and trans - languaging)<sup>18</sup> and
- Classroom practices (scaffolding, teacher strategies and designing CLIL learning events).

### 4.1 The 4Cs Model

The 4Cs Model provides teachers with a simple planning and evaluation tool to use as a starting point in developing BE classroom practices. Each 'C' is one of the components of CLIL and is an essential part of planning a series of BE learning events (tasks and activities), lessons or units of work. There are four components which make up the CLIL approach:

The 4Cs Model for Bilingual Education



**Content – concepts and understanding related to curricular subjects such as Science, Mathematics, Health & Physical Education.**

<sup>17</sup> Coyle, D. (2007) Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL pedagogies in *International Journal of Bilingual Education and Bilingualism*, Vol 10 (5),543-563

<sup>18</sup> Code-switching is the alternate use of more than one language in the same utterance or conversation, with a focus on performance. Code mixing is often used instead of code-switching. In code-mixing, learners tend to focus more on linguistic performance. Translanguaging means that learners use their own words using more than language to articulate what they think they have understood.

**Communication** – language used for learning, expressing understanding and deepening awareness of the subject, as well as for operating and interacting with peers and teachers in a BE classroom

**Cognition** – ways of developing thinking processes (especially using higher order thinking skills) in different languages which are directly related to progression in subject learning

**Culture/Community** – raising awareness that all learning is culturally embedded (e.g. attitudes towards western and native medical treatment) and is both a social and personal process. It also involves making explicit the cultures of different subjects (analyzing game play using simple past in PE, solving Algebraic equations, constructing a Science report using the passive voice ) so that academic literacies are highlighted.<sup>19</sup>

The 4Cs Model brings together the four basic elements of a CLIL approach. Each one in turn needs to be carefully analysed for its contribution to bilingual learning. The 4Cs are interrelated but when planning learning events it is useful to separate them out. A CLIL approach requires all four elements to be integrated.

## **4.2 Language progression for learning (Focus on Language)**

### **(i) From BICS to CALP and Academic Literacies**

BE teachers have to enable learners to develop and use the language for very specific purposes: to engage in the learning process and to learn subject matter. In BE classes, language is not only used to communicate generally, but also to learn and articulate subject knowledge (facts, concepts, procedures and learning skills).

Cummins distinguishes two dimensions of language: conversational (i.e. Basic Interpersonal Communication Skills - BICS) and academic (i.e. Cognitive Academic Language Proficiency – CALP). BE teachers have to support learners to become competent language users in both senses.

BICS refers to learners' ability to understand and take part in social and classroom conversational situations. For instance, language used for greetings, giving commands, arranging groups, working in pairs/groups and playing games. Learning tasks associated with BICS may be less cognitively demanding, for example, matching cards with words and pictures.

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<sup>19</sup> Academic language is no-one's mother tongue. It is learned. Academic literacy focuses on oral, written, auditory, and visual language proficiency required to learn specific subjects effectively i.e., it's the language used in subject classroom lessons, books, tests, and assignments, and it's the language that learners are expected to learn and achieve fluency in.

CALP refers to more formal academic language used in schooling at any age particularly for learning subject specific disciplines. This type of language is crucial for learning subject matter. It goes beyond learning technical vocabulary. For example, a scientist needs to be able to write a report, to analyze data and to use language functions for hypothesizing or explaining cause and effect. CALP is associated with higher order thinking skills such as applying, analyzing, evaluating and creating. These are needed to be taught to learners.

It is worth noting that learners need to continue developing both BICS and CALP throughout their schooling.

### **(ii) Language and Thinking**

Cognitive skills can be divided into Lower Order Thinking Skills (LOTS) such as remembering, understanding and applying and Higher Order Thinking Skills (HOTS) such as analyzing, evaluating and creating. All learners whatever their level, should be enabled to engage in relevant HOTS linked with the subject. This is essential for deep learning to occur. The development of these thinking skills requires careful design of learning events and support by the teachers or peers.

### **4.3 Code Switching, Code Mixing, Language and Translanguaging**

As highlighted in the introduction to section 4, code switching and mixing are likely to be used in bilingual classrooms, especially when the learner's L2 is at a significantly lower level than their L1. Using both languages will shift in emphasis from L1 to L2. 'Languaging' (section 2) describes the process where learner expresses in their own words what they have understood. It is through 'languaging' that BE teachers can determine whether the learners have fully understood the concepts or not. Translanguaging differs from both code switching and code mixing – it means that learners use their own words in either language to articulate what they think they have understood. Translanguaging and languaging are essential features of the BE classroom. It is understood that learners need to access the kind of language they need in order to language their understanding.

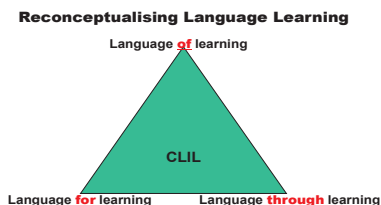
### **4.4 Scaffolding BE learning**

Scaffolding learning focuses on a wide range of teaching-learning strategies. These strategies support students to become independent learners, to maximize their potential for subject specialism and to deepen their understanding of the role of language in the process. These strategies could include:

- Making the content more 'accessible' through the use of visuals, mind maps etc

- Using the first language to scaffold understanding in L2
- Making language functions<sup>20</sup> more explicit (e.g. how to describe, how to explain, how to discuss and argue)
- Making the connections between different kinds of language and different kinds of knowledge more ‘visible’ for learners.

One example would be to use the Language Triptych (Coyle, 2010)<sup>21</sup>. This is a simple guide for ensuring that different types of language which relate to different subject tasks are specifically identified and made accessible to learners.



When planning learning events, teachers have to analyse and differentiate the language needed by their learners, into three types: language of learning (all the key vocabulary and phrases required to access the subject matter); language for learning (the language required to carry out certain classroom tasks such as group work, discussions, presentations) and language through learning (enabling learners to acquire and use new language as the depth of their own understanding of subject matter increases). This simple analytical tool also raises language awareness in learners.

#### 4.5 Assessment and Evaluation

In CLIL contexts, content and language are integrated. Therefore, subject progression and language development are assessed together at the end of a topic – this is known as summative assessment. However, during the learning process regular formative assessments take place as a part of the learning cycle. At certain times, these might be more language focused and at others more content focused. This will depend on the needs of the learners. For example, when learners have to write a Science report describing an experiment, the passive voice is used.

<sup>20</sup> Language functions describe what we do with language e.g. reporting, summarizing, contrasting, and explaining. Language functions are embedded in the subject context of the learning. The way we report in Civics is different to the way we report in Science. Language functions enable us to express meanings in specific contexts.

<sup>21</sup> The Triptych is a tool which enables teachers to analyse and plan for the different kinds of language which pupils will need and use in their subject lessons. The Triptych is published in Coyle, D., Hood, P., and Marsh, D. (2010). CLIL Content and Language Integrated Learning. Cambridge University Press



Learners may need specific practice in how to write a report. A formative assessment might require learners to produce a draft report focusing on using the correct form of English according to the language of Science.

Throughout the learning process, learners need regular feedback on their progress. This feedback enables learners to evaluate their level of understanding at a given time. Feedback usually focuses on correcting misunderstandings and errors. This is only a part of the learning-teaching process. Feedforward is also essential for learning progression. This is when the teacher (or peers) provides suggestions and strategies for the improvement of future work leading to deeper learning. This is essential for two reasons. Firstly, it provides individual learners with a pathway for progression. Secondly, it provides opportunities for teachers to talk openly with individuals about their learning. It should be noted that in CLIL lessons, feedback and feedforward should focus on both the language and the subject.

#### **4.6 Designing CLIL Learning Events**

BE learning events bring together all the principles discussed throughout the handbook. Because, the CLIL approach is directly related to the individual school context, there is no one format for designing learning events. However, the key elements should guide the planning a coherent sequence of tasks which may consist of series of lessons. The key elements are directly related to the 4Cs, summarized as follows.

- Objectives of the lesson which link the following:
  - Content (subject knowledge, concepts, procedures)
  - Communication/language for learning (classroom and academic language, subject specific language functions )
  - Cognition (thinking skills, metacognitive strategies)
  - Culture (social and subject related)
- Designing and sequencing of learning events (learner progression – learning cycle)
- Teaching – learning strategies (scaffolding, code-switching, (trans) languaging, classroom language etc.)
- Learning outcomes (evaluation and assessment, language through learning)

### KEY MESSAGES

1. The 4Cs model underpins BE practices.
2. Learning sequences determine learning events.
3. Components of the learning cycle are made up of learning sequences. Each sequence requires different kinds of language.
4. Content and the language used to learn the content are inseparable.
5. In a CLIL approach, both BICS and CALP are integrated from the beginning.
6. Linguaging and translanguaging are important in the BE classroom.

### REFLECTIONS

1. How do the components of the 4Cs interrelate with each other?
2. Can you think of appropriate learning strategies and techniques that can be practised in a CLIL classroom?
3. How might learners' BICs and CALP (academic language) be systematically and explicitly developed in your lessons over a period of time?
4. Select a topic from your subject area and find examples of each of the 4Cs that need to be included in teaching a bilingual lesson.

## 5. Teacher Collaboration

Teacher collaboration is essential in order to maximize the benefits of human resources in the learning-teaching process. The challenges associated with a successful BEP can be addressed through developing a culture of collaboration amongst teachers within and across schools. In this section, we emphasize the importance of teacher collaboration and suggest some strategies for enabling teachers to work together.

### 5.1 The Importance of Teacher Collaboration

In order to encourage high quality learning, the BE teacher has to work closely with monolingual subject teachers and English language teachers. Each group has its own skills and approaches to learning and teaching which, when shared, result in mutual benefits and a deeper understanding of the learning-teaching process.

For example, a BE teacher may not be aware of how to identify the language needed to build concepts and deepen learner understanding. An English language teacher can provide the BE teacher with support, so that together they can create tasks which develop learners' language skills. And also, the BE teacher can support the monolingual teacher by raising awareness of the importance of making language accessible for concept formation.

### 5.2 Strategies for Teacher Collaboration

A range of strategies can be implemented to develop a culture of teacher collaboration. The following examples are drawn from current practices in schools with BEP.

#### Team Teaching

- The English language teacher supports the BE teacher during a lesson

#### Quality Circles – Reflections

- The English language teacher, BE teacher and ME teacher participate in the Quality Circle and discuss opportunities and challenges related to subject and language learning. Supporting each other to pilot the use of pedagogic tools available to BE teachers (section 4) could lead to shared understandings of the potential of BE and the conditions needed for it to flourish.

## **Collaborative Action Research**

- Extending the BEP Action Research to involve the ME teacher and English language teacher together, means there can be a shared focus on a range of fundamental classroom challenges such as learner progression, not only in BE but also in language lessons. Similarly, the focus on interaction between L1 and L2 and concept formation can be explored.

## **Co-curricular Activities**

- Planning and implementing co-curricular activities within and across schools such as subject and language camps, school linking programmes, debate competitions etc by the English language teacher, BE teacher and ME teacher collaboratively, will provide more opportunities in using the target language for BE learners as well as ME learners.

### **KEY MESSAGES**

1. **Teacher collaboration has the potential to lead to gain tangible benefits for monolingual as well as bilingual learners.**
2. **Teacher collaboration can enrich School Based Teacher Development (SBTD) activities in schools.**
3. **BE provides ideal opportunities for Action Research.**

### **REFLECTIONS**

1. **Can you think of other examples of teacher collaboration which will benefit BE learners?**
2. **What ideas would you have for conducting BE related Action Research?**

## 6. Harmonization

The BEP embraces diversity underpinned by unity through languages. This section presents three elements of harmonization based on the principles and practices of learning through two languages.

### 6.1 Social Integration through Languages

- **Language Policy in Sri Lanka**

Sinhala and Tamil are identified as the official and national languages in the 1978 constitution of the Democratic Socialist Republic of Sri Lanka and the 13th amendment to the constitution. English is described as the link language.

In the general education system, the medium of instruction is a national language i.e. either Sinhala or Tamil. The BEP focuses on developing the potential of the link language as a medium of instruction in order to maximize social integration.

The Trilingual policy was introduced to the country in 2009 to develop trilingual citizens who are able to communicate effectively in Sinhala, Tamil and English.

- **Language Policy in the General Education Curriculum**

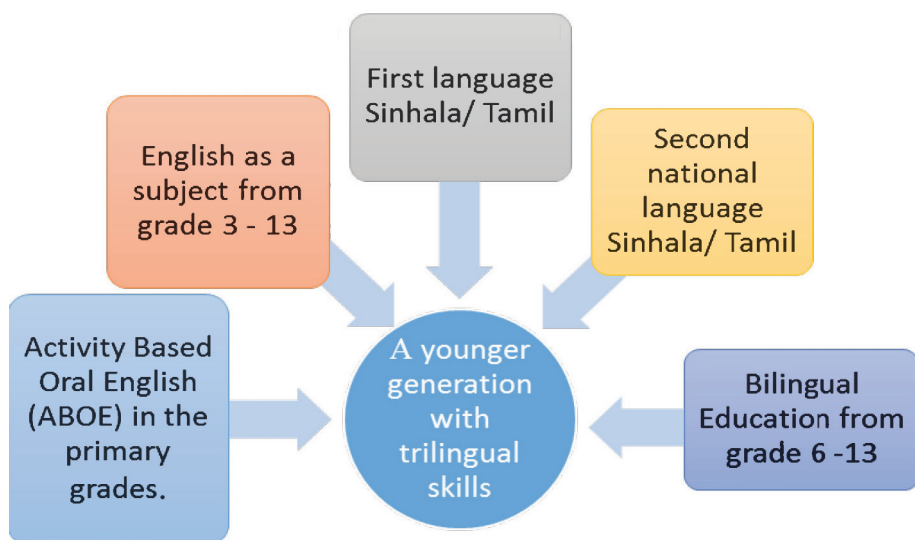
In the school curriculum, language has two functions: as a subject and as a medium of instruction.

In terms of a curricular subject, Sinhala or Tamil is taught as the first language at both primary and secondary levels. The same languages also function as the Second National Languages (2NL - Sinhala for Tamil-speaking students and Tamil for Sinhala-speaking students) and are taught as such from grade 1 to 9.

English is taught as the second language in curriculum from grade 3 to 13. In grades 1 and 2, it is introduced as Activity Based Oral English (ABOE). Other languages are taught as foreign languages (classical and modern) in secondary grades.

In terms of languages as the medium of instruction, Sinhala and Tamil are used in government and government approved private schools. The Bilingual Education Programme (BEP) operates in government and government-approved private schools as an optional programme.

The contribution and interrelationships of all the relevant language related programmes in the general education sector are equally important to achieve the ultimate goal of a Trilingual Sri Lanka. This can be illustrated as follows:



- **Languages and Social Integration**

Throughout the last four decades, Sri Lanka has put in place a series of policies to promote social integration and harmony. These policies and related practices seek to realize the potential of languages in bringing people together in a multi-ethnic, multi-cultural and multi-lingual country like Sri Lanka.

## 6.2 Redressing the Social Balance

The BEP has introduced several measures to address inequalities between different education contexts and to challenge the perception of bilingual learners as being privileged. For example, the introduction of bi-medium classes (section 4, circular 2008/12) has led bilingual and monolingual students to study together in the same class for all subjects other than those taught in the BEP. This intervention facilitates peer learning whilst promoting social cohesion and integration.

In order to avoid creating situations where groups of learners access the curriculum exclusively in English and therefore, are seen as ‘an elite’, the BEP has been specifically designed to enable learners to study certain subjects in English and certain subjects in either Sinhala or Tamil.

Since English and Sinhala or Tamil are used as the media of instruction in the BEP, the position of the national languages are not jeopardized. Therefore, the term ‘English Medium’ is not applicable and it has been replaced by ‘Bilingual Education’.

### **6.3 Inclusivity.....Valuing the Learner**

In Sri Lanka's quest to become a knowledge hub providing knowledge-based services, the BEP is designed to build capacity for its future citizens by developing language competence in English. It seeks to provide all learners with experiences which prepare them to work in a multi-lingual and multi-cultural world.

The BEP is built on the principles of equity and inclusivity. It is opened to all learners regardless of ability, socio-economic status and geographic distribution. The pedagogic approaches in the BEP provide opportunities for all learners to benefit from a range of experiences where language is not a barrier.

#### **KEY MESSAGES**

- 1. BE respects all learners regardless of their social and ethnic backgrounds.**
- 2. The pedagogic approaches in the BEP provide opportunities for all learners to benefit from a range of experiences where language is not a barrier.**

#### **REFLECTIONS**

- 1. When monolingual and bilingual students are taught together, what kind of multi-lingual and multi-cultural strategies can a teacher employ to grow greater interaction and harmony?**
- 2. How can we raise awareness of the BEP - CLIL approach to learning within the profession and across communities?**



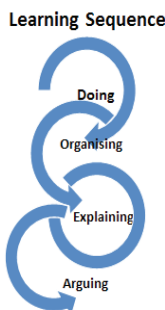


## 7. The CLIL Journey.....What Research is Telling Us

The take-up of CLIL approaches is expanding on a global scale, and then increasingly robust research studies inform those practices. More longitudinal studies as well as classroom-based action research studies are being published. The findings are vital in guiding the development of the BEP in Sri Lanka. Research studies are also becoming more connected bringing together subject learning theories, language learning principles and crucial work on literacies – academic or subject literacies across disciplines i.e. pluriliteracies.

### 7.1 Subject Progression: Learning Sequences

In BE, monitoring learner progression involves tracking both the subject and language development of learners. Learning subject matter in any language - including L1 - goes in cycles. Within each cycle there is a learning sequence which consists of different kinds of learning: doing, organizing, explaining and arguing (Veel 1997).<sup>22</sup> For example, ‘doing science’ involves procedures and procedural accounts; ‘organizing science’ (scientific information) requires descriptive and taxonomic reports; ‘explaining science’ involves sequential, causal, theoretical, factorial, consequential, explanation and explorative tasks; and ‘arguing science’ demands critical discussion and exposition (Polias, 2015).<sup>23</sup> Learning sequences are embedded in classroom learning events. Each sequence requires different kinds of language.



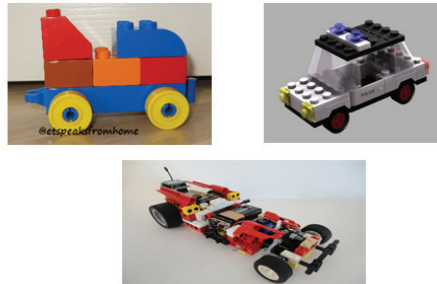
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<sup>22</sup> Veel, R. (1997) Learning how to mean-scientifically speaking: apprenticeship into scientific discourse into secondary school. In F. Christie & J.R. Martin (Eds.), *Genre and Institutions. Social processes in the workplace and school* (161-195) Continuum.

<sup>23</sup> Polias, J. (2015) *Apprenticing students into science: Doing, talking, writing and drawing scientifically*. Hallgren and Fallgren.

The level of learning within each cycle will depend on the age and grade of the learners. Sequences contain practical, less demanding tasks (e.g. doing and organizing) and more challenging abstract thinking (explaining and discussing). This can be illustrated through the construction of toy cars using Lego bricks. Early learners will construct a simple car (Duplo), intermediate learners will construct a Lego car and more advanced learners will construct a more complex techno model car (Technic). However, what is important is that **by the end** of each cycle, a **completed car** is constructed. This means that **all learners** have to explain and argue as well as ‘do’ and ‘organize’ in ways that are appropriate to their age and development. In other words, explaining and discussing are not only for advanced learners – all learners whatever their age need to learn how to ‘explain’ and ‘discuss’ what they have learned. All learners, therefore, will need the language to carry out these functions. Therefore, it is through the use of language that subject progression can be determined (e.g. when a learner engages in explaining science) and the content and language used to learn it are inseparable.<sup>24</sup>

**Duplo .....Lego.....Technic**



## 7.2 Subject Literacies and Deep Learning

Subject knowledge not only consists of facts. It also includes concepts, procedures and strategies. Each of these requires different kinds of language.

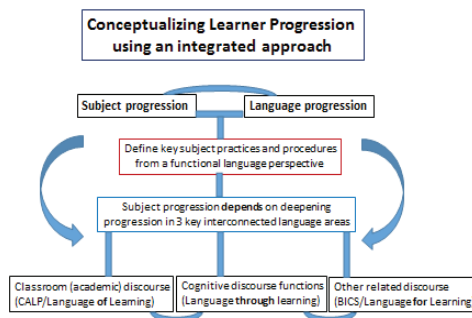
**There are different kinds of knowledge for subject learning:**  
**Factual – Knowledge about**  
**Conceptual – Deeper knowledge about**  
**Procedural – How to**  
**Meta-cognitive- Learning strategies – Learning how to learn**

<sup>24</sup> For more information Graz Group <http://pluriliteracies.ecml.at/en-us/>

Meyer, O., Coyle, D., Halbach, A., Schuck, K., and Ting, T (2015) A pluriliteracies approach to content and language integrated learning- mapping learner progression in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1) 41-57

Learners will need to learn the academic language, which enables them to articulate their learning if they are to extend their literacy skills beyond L1 into L2. The BE teacher will need to develop teaching strategies based on careful task design and planning, evaluation and feedback, to enable learners to become pluriliterate (literate in more than one language). Monolingual subject teachers or language teachers can also benefit from this approach.

Learner progression in the bilingual classroom will depend on the extent to which development in subject specific literacy is included in lesson planning. This involves mapping out subject progression alongside language developms. To do this, requires **linking** syllabus content in terms of key practices and procedures (e.g. planning and carrying out an investigation or analyzing data, using persuasive arguments) **with the language needed to carry out such procedures** <sup>25</sup>. In sum, subject content progression directly depends on developing three key language areas: academic classroom discourse (CALP); extending BICS; appropriate use of cognitive discourse functions (CDFs)<sup>26</sup> embedded in individual subjects. The following diagramme outlines the planning processes involved in bringing together subject and language progression. Defining the practices and procedures integral to the subject will identify the kind of academic discourse, classroom discourse and cognitive discourse functions which need to be embedded in the classroom.



<sup>25</sup> An example of processes and procedures in Science could be: asking questions and defining problems; developing and using models; planning and carrying out investigations; analysing and interpreting data; using mathematical thinking; constructing explanations; engaging in arguments using evidence; obtaining and evaluating and communication information. These can be identified from each subject syllabus/curriculum documents. Each process needs specific types of language which pupils need to learn and use.

<sup>26</sup> Cognitive Discourse Functions (CDFs) are the building blocks of thinking. Learners express themselves ('language') using CDFs (e.g. explaining, defining) in order to build and structure new knowledge. This in turn enables them to make sense of new subject content, to build conceptual knowledge and to demonstrate and communicate their understanding

In terms of the quality of learning, to engage in deep learning BE learners have to be able to express understanding in their own words. Otherwise learning (understanding, memorization and application) remains at the surface level.

Learners who engage in deep learning (see section 3) understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks; think critically, analytically, and creatively, designing their own solutions to complex problems; work collaboratively and develop effective communication skills; are self-directed learners who persist in overcoming obstacles and learn from and support each other. Supporting learners to develop these skills, knowledge and attributes requires the BE teacher to be aware of the variety and focus of BE tasks which make up learning events and the language required to support individuals to be successful learners.

#### KEY MESSAGES

1. Learning sequences (doing, organizing, explaining, discussing) determine learning events.
2. Components of the learning cycle are made up of learning sequences. Each sequence requires different kinds of language.
3. Progression requires learners to complete learning sequences at all levels as illustrated by the 'Lego' example.
4. Planning for learner progression in the subject discipline requires progression in the language based on purposeful inclusion of BICS, CALP and CDFs
5. CDFs unite language, and subject thinking and communicating.

#### REFLECTIONS

1. Identify the subject procedures and processes in your subject area (refer back to section 7.2 to guide you). Use your syllabus and text book to help you. Make a list. How does this help you in your planning? What use will you make of these?
2. What kind of learning sequences might you organize in your CLIL lessons using a topic that you usually teach? With the language functions identified in 1 (linked to subject procedures), prioritise the functions and design a sequence of tasks which will develop the kind of language pupils need to express subject learning in an appropriate way.

## Appendix I

### Policy Directives and Cabinet Decisions Related to the BEP

The BEP is governed by the following three decisions taken by the Cabinet of Ministers and 12 circulars issued by the Secretary of Education.

1. Cabinet paper No 01/0981/11/067 which is related to the National Amity Schools Project, approved on 21.12.2000
2. Cabinet paper No 00/2164/11/016 which is related to teaching subjects in the Science stream of GCE (A/L) in English, approved on 14.06.2001
3. Cabinet paper 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 27.02.2007

There are 12 circulars issued on BEP since 2001 and the following table indicates them with the key contents.

	Circular No.	Subject	Date of Issue	Key content
1.	2001/05	Teaching Science subjects in English Medium	2001.02.23	<ul style="list-style-type: none"><li>• Teaching Biology, Combined Mathematics, Chemistry, Physics and Agriculture in English medium in the Science stream in GCE A/L.</li><li>• Optional</li><li>• Applicants can decide the medium according to their discretion when they sit for GCE A/L</li><li>• Applicants can be submitted even for one subject in English medium at GCE A/L</li></ul>

2.	2002/12	National Amity Schools Project	2002.05.10	<ul style="list-style-type: none"> <li>• To enhance social harmony and develop proficiency of Students in Sinhala, Tamil and English providing opportunities to study selected subjects in English medium</li> <li>• Selected subjects are Science, Mathematics, Social Studies, Health &amp; Physical Education</li> <li>• Two criteria – Students who are willing and capable / Availability of competent subject teachers</li> </ul>
3.	2002/17	Teaching GCE (A/L) Science subjects in English Medium	2002.07.30	<ul style="list-style-type: none"> <li>• Related to GCE A/L Examination</li> <li>• Applicants in the Science stream can sit either all subjects or number of subjects in English medium at their discretion.</li> <li>• Students should decide the medium when they apply for the examination.</li> <li>• Applicants can request additional question papers in the first language, if necessary.</li> </ul>
4.	2003/18	Teaching in English Medium	2003.05.05	<ul style="list-style-type: none"> <li>• Medium of instruction at primary level must be the first language; Sinhala/ Tamil</li> </ul>
5.	2003/28	Procurement of Sinhalese & English medium books for School Libraries	2003.07.03	<ul style="list-style-type: none"> <li>• A grant provided to schools with necessary guidelines to purchase library books</li> </ul>

6.	ED/01/12 /01/01/13 Circular letter	Bilingual Optional Schools Project	2003.09.30	<ul style="list-style-type: none"> <li>• Prior approval by the Ministry of Education needed to commence English medium classes to teach selected subjects in English from grade 6 for two reasons: verify the number of English medium textbooks to be distributed; acquire statistics on actual number of teachers for training purposes</li> </ul>
7.	2007/05	GCE (O/L) – 2007, For School candidates in English Medium	2003.03.02	<ul style="list-style-type: none"> <li>• In addition to the circular No 2002/12</li> <li>• Stated which subjects could and could not be taught in English medium</li> <li>• Necessary resources to be provided by the schools themselves for the subjects not included in the circular No 2002/12</li> </ul>
8.	2005/30 (Not imple- mented)	Implementa- tion of new curriculum reforms in schools	2005.09.29	Paragraph 4.2 of the circular If there are necessary physical and human resources, the school can decide to teach any subject in English medium
9.	2008/12 (Under the reforms imple- mented since 2007 to the present)	Implementa- tion of the new curriculum for second- ary classes (6 – 11)	2008.04.21	<ul style="list-style-type: none"> <li>• Maximum of five subjects – two core subjects (excluding English) &amp; three category subjects</li> <li>• History cannot be taught in English (will effect from grade 6 in 2009)</li> <li>• Bi - medium classes introduced</li> <li>• Programme can be started even with one subject based on the resources of the school</li> </ul>

10	2008/12 (i)	Implementa- tion of the new curriculum for secondary classes (6 – 11)	2008.09.15	Amendment to 2008/12 including Commerce and Business Studies in to the Subject Framework
11	2008/43	Teaching se- lected subjects in English medium in GCE A/L classes	2008.11.03	Circular related to BEP in GCE A/L classes
12.	2010/27	Implemen- tation of the curriculum for secondary grades (6 – 11)	2010.08.26	Circular to emphasize matters in the previous circulars