

Impact of integrating Content and Language Integrated Learning (CLIL) for Sri Lankan ESL students at tertiary level (With special reference to reading skills)

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Abstract

This study examines the impact of implementation of Content and Language Integrated Learning for Sri Lankan ESL students at tertiary level with special reference to reading skills. Two hypotheses were identified; CLIL group performs better than ordinary ESL group in terms of reading skills and application of CLIL methods in reading comprehension at tertiary level increases students' ability to use reading skills strategies. The sample consists of two groups: experimental and controlled and they are given a pre-test. After weeks of teaching, the groups are exposed to a post test. Metacognitive Awareness of Reading Strategies Inventory by Mokhtari and Reichard (2002) is employed to examine the use of comprehension strategies by students. The findings are analyzed through SPSS. The research findings show the degree of improvement in reading skills of the sample and their metacognitive awareness after being exposed to CLIL. The study further provides factors to be investigated in future research in order to enhance English language competency of ESL students in Sri Lankan Universities.

Key words: ESL, CLIL, Reading Skills, Metacognitive Awareness

Background

Keppetigoda and Chandradasaⁱ (2015) highlighted that the theoretical framework of bilingual education is the Content and Language Integrated Learning (CLIL), a new approach in language education as students learn both target language and content in target language (Crossⁱⁱ, 2014). However, it is necessary to highlight that students are exposed to education totally in an environment where L2 (English) is used after their learning in monolingual stream in L1 (in Sri