

Exploring the Pedagogical Significance of CEIL-A Study Based on Sri Lankan Tertiary Education

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CLIL: Content Language Integrated Learning is popular as an effective way of teaching students both content and the language simultaneously. With English being prioritized as a lingua franca and the status it has obtained as a global language, even most non –English speaking countries focus on CLIL. Thus, CLIL is introduced as CEIL: Content-and-English Integrated Learning. In Sri Lankan education sector, significantly in tertiary education, Content and English Integrated Learning is widely used. Thus, this research study intends to explore “What are the pedagogical significances of CEIL in Sri Lankan tertiary education?” with the objective of showing CEIL as a successful way of securing students’ future in the English prioritized world. University of Kelaniya and the University College of Matara which are the study bases of the research study represent two institutions of the tertiary education in Sri Lanka: degree offering state university and diploma offering skilled based vocational training institute. Selected sample of 50 students and 6 lecturers represent 25 students and 3 lecturers from University of Kelaniya and 25 students and 3 lecturers from University College of Matara. Data regarding students’ and lecturers’ perspectives, beliefs and ideas related to CEIL is gathered using a questionnaire and structured face to face interviews. Gathered data is analyzed using statistical analysis and thematic network analysis. Explored final findings prove the pedagogical significance of CEIL affirming it as an effective way of equipping the future generation with the most demanded knowledge of English while giving them the subject/content oriented knowledge. Moreover, the research study reveals how CEIL can secure students future by giving them a number of opportunities to succeed in their lives.

Keywords: CLIL, CEIL, Pedagogical Significance, Tertiary education, Sri Lanka

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