



PERSPECTIVES OF BILINGUAL EDUCATORS ON CLIL CURRICULAR MATERIALS IN SRI LANKA: NECESSITY OF TEXT ADAPTATION

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This study examines the perceptions of bilingual educators regarding the use of CLIL curricular materials and the necessity of text adaptation in the bilingual education context in Sri Lanka. It is essential to understand how teachers engage with CLIL materials and whether current curricular materials meet the linguistic and cognitive needs of learners. With the expansion of bilingual education programs in Sri Lanka, there is a gap between learners' expectations and the quality of curricular material. Therefore, curricular materials should be modified to meet learners' expectations. One of the primary strategies for achieving this is through text adaptation. The research employed a survey design, utilizing a mixed-methods approach that incorporated both quantitative and qualitative methodologies. The population comprised all bilingual teachers and teacher educators. A sample of 250 bilingual teachers and five bilingual-related teacher educators were selected using stratified sampling and purposive sampling. Data collection instruments included questionnaires and a semi-structured interview schedule. Quantitative data were analyzed using pie charts and graphs, while qualitative data were examined through thematic analysis. The findings reveal that many teachers recognize the potential of quality CLIL materials to enhance both content and language learning. There are significant concerns about the linguistic complexity and cultural relevance of existing textbooks. The majority of participants indicated that adapting curricular materials is essential in the contemporary context. At the same time, bilingual teachers suggested the need for formal training or institutional support for text adaptation. If curricular material adaptation is not feasible at present, teachers can address this gap pedagogically. Even though teachers mentioned that applying text adaptation is currently challenging because it is a time-consuming process. These findings help curriculum planners, teacher educators, and policymakers aiming to improve bilingual education in Sri Lanka.

Keywords: text adaptation, CLIL, curricular material, bilingual education, teacher training



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1.0. Introduction

The standardized CLIL curricular materials often fail to meet bilingual education learners' expectations, and this research explores teachers' perceptions of these materials and text adaptation in Sri Lanka, focusing on curricular issues, teacher training programme suggestions, and the need for text adaptation to support effective bilingual teaching and learning. The bilingual education programme began in 2001 for the Advanced Level science stream and expanded to Grade 6 in 2002, aiming to enhance English proficiency and content mastery through Content and Language Integrated Learning, which bridges language acquisition and subject knowledge using English as a link language. Implementation challenges include varied student language proficiency, cultural mismatches in materials, and limited teacher training, with teachers reporting that materials designed for MTI students often contain direct translations, complicated words, long paragraphs, and lack CLIL methodology, creating a strong need for adaptation. Teachers frequently modify or simplify texts, but time constraints and systemic limitations prevent these efforts from being formally recognized or supported, affecting bilingual education effectiveness. Limited empirical research on CLIL implementation and material adaptation hampers evidence-based national decisions, and as noted by Michael Fullan, top-down curricular guidelines with minimal practitioner input widen the gap between policy and classroom realities. Unadapted materials increase linguistic and cognitive load, negatively impacting motivation, comprehension, and performance, particularly among learners from rural or less-resourced backgrounds, highlighting the urgent need for context-responsive practices and high-quality CLIL materials.

1.1 Specific Objectives

- To critically evaluate the limitations of current CLIL curricular material, identify the criteria for producing CLIL material, and examine the advantages of CLIL pedagogical alignment with the national curriculum.
- To investigate the level of teacher awareness and understanding of “text adaptation” and modification within the context of CLIL
- To examine the challenges faced by teachers in implementing CLIL effectively, including insufficient training, resource limitations, and a lack of assessment tools that address both content and language learning.
- To find out the importance of text adaptation in the CLIL context, including the concept of text adaptation, types of text adaptation in different contexts and techniques of text adaptation



- To propose suggestions and make recommendations regarding good quality CLIL curricular materials and text adaptation at the national level.

2.0 Methodology

The most appropriate research design for the study title is a survey research design, because the study aims to explore perceptions within a specific educational setting. The study examines the need for bilingual education teachers to implement CLIL and adapt texts as a scaffolding strategy to suit the linguistic, cultural and cognitive levels of junior secondary bilingual education learners in Sri Lanka. Therefore, before starting the text adaptation training workshop, it is necessary to conduct a survey to identify bilingual teachers; opinions on current curricular materials issues and solutions. A total 250 teachers and 5 teacher educators were selected from across the island as participants (30 teachers from each province). First, they reported their prior experiences with CLIL curricular materials and the need for text adaptation and relevant information. The stratified random sampling (to select bilingual teachers), purposive sampling (Bilingual related teacher educators) technique was used. Quantitative and qualitative approaches were used sequentially; therefore, a mixed-methods approach was employed as an exploratory sequential research design. Data were collected through questionnaires, Interviews, and discussions. Numerical data was

analysed using graphs and pie charts. Non Numerical data was analysed thematically.

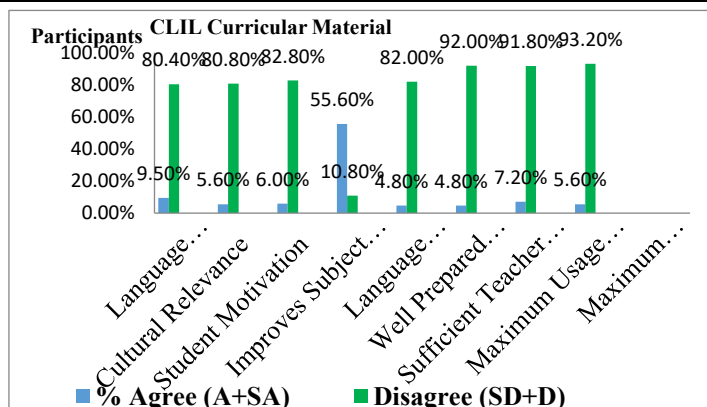
3.0 Result and Findings

3.1 Questionnaire Analysis: Quantitative Approach

Note: *It is important to note that where the total percentage of responses does not reach 100%, the remaining proportion represents participants who selected a neutral response.*

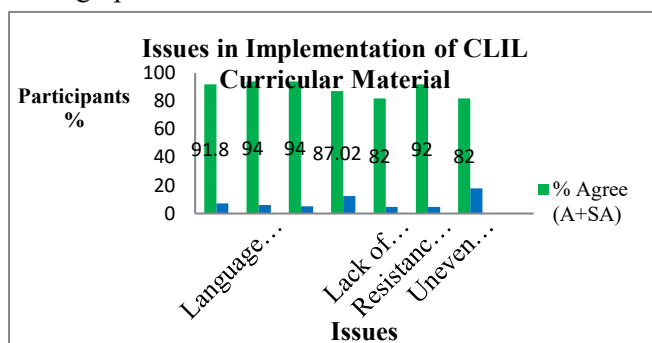
G1: "Challenges Identified in the Current CLIL Curricular Materials in Sri Lanka: Teachers' perspective in a Bilingual context"

The graph indicates that a significant proportion of teachers in Sri Lanka are dissatisfied with key aspects of current CLIL materials, with 93.2% disagreeing that scaffolding strategies are effectively incorporated, 92% reporting a lack of well-prepared assessment tools, and 91.8% noting insufficient teacher guidance, while 55.6% acknowledged support for subject knowledge but around 35% remained neutral, suggesting that despite some content benefits, the absence of essential pedagogical supports and poor adaptation in cultural relevance, language suitability, and contextual alignment undermines the materials' effectiveness and limits their ability to support meaningful and equitable learning outcomes for bilingual learners.



G2: "Challenges in the Implementation of CLIL Curricular Materials in the Sri Lankan Bilingual Education Context"

The graphs show that CLIL materials in Sri Lankan schools face major

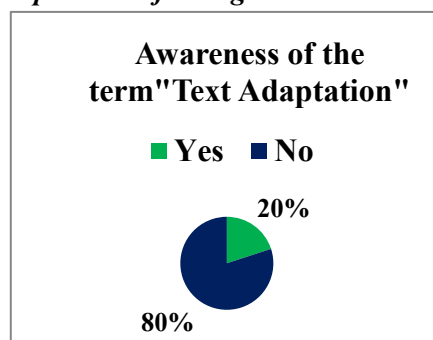


implementation challenges, with over 90% of teachers citing insufficient training, 94% reporting language proficiency gaps, and 87.02% noting curricular misalignment and lack of institutional support, highlighting systemic issues like inadequate

professional development and institutional inertia, and emphasizing the urgent need for structural reforms, targeted teacher training, and better coordination for effective CLIL integration.

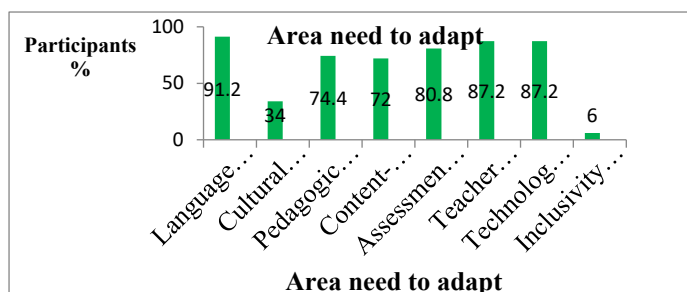
P1: Respondents' Awareness of the Term "Text Adaptation" of Bilingual Teachers

The pie chart depicts respondents' awareness of "Text Adaptation," showing that 80% are not aware of the term, while only 20% have surface-level familiarity, with some learning it through the PGD in Bilingual Education programme offered by the Ministry of Education, suggesting a general lack of knowledge and highlighting the need for training, workshops, or curriculum development to increase awareness and support text modification for diverse learners.



G3: Purposes of Text Adaptation or Modification in Bilingual Context

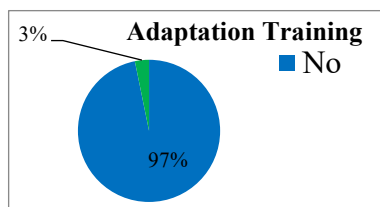
The bar chart illustrates participants' perceptions of key areas requiring adaptation in bilingual education, showing that the highest priorities are Language Level



Adaptation (91.2%) and Technological and Resource Adaptation (87.2%), followed by Assessment Integration and Content-Language Integration (around 80%), while Teacher Support Features,

Cultural and Contextual Adaptation, and Pedagogical Structuring received lower attention, and Inclusivity and Accessibility was the least prioritised (<5%), overall highlighting a pressing need for practical, linguistic, and technological adjustments in adapting educational content.

P2: Proportion of Bilingual Teachers Who Have Received Text Adaptation Training

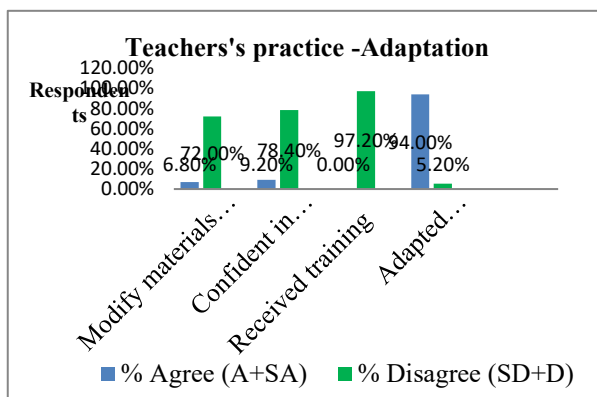


The pie chart illustrates whether the teachers have received training in 'Text Adaptation'. The majority (97%) reported that they had not received a training program, while only 3% indicated neutrality. The results highlight the essential need for training programmes, workshops, and teacher education

programmes regarding text adaptation.

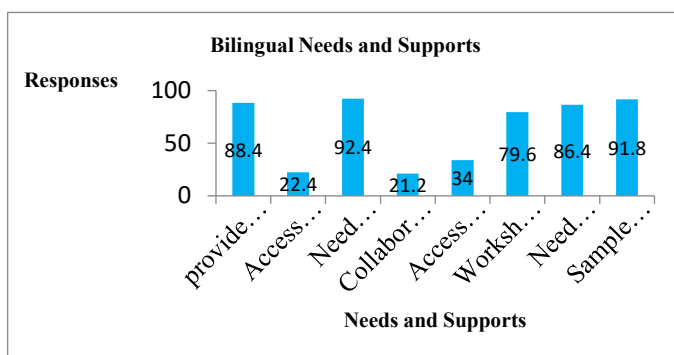
G4: "Bilingual Teachers' Perceptions & Practices of Material Adaptation in CLIL Classrooms"

The bar chart shows that material adaptation is rarely practiced, with only 6.8% of teachers frequently modifying materials while 72% disagree due to time restrictions, and just 9.2% feel confident in adapting materials compared to 78.4% who lack confidence; notably, none of the teachers (0%) have received formal training, with 97.2% reporting no professional development, yet 94% agree that adapted materials improve student learning, highlighting that although teachers recognize its value, significant barriers in training, confidence, and support limit implementation and point to an urgent need for systematic training, resources, and institutional backing.





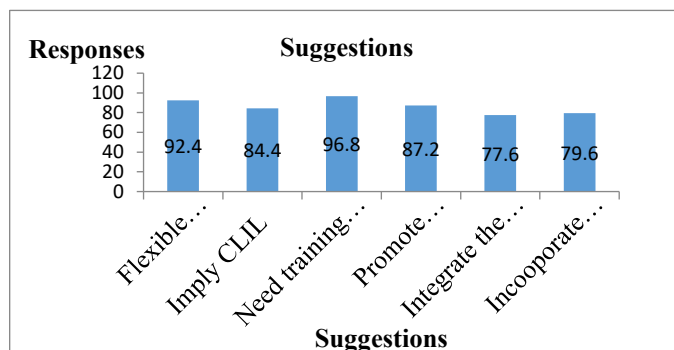
G5: "Identified Needs and Support Requirements of Bilingual Teachers for Effective Implementation of CLIL and Bilingual Education Strategies"



The bar graph highlights the key areas where teachers seek support to implement bilingual education within the CLIL framework, showing that the strongest needs are training on adapting and implementing bilingual strategies (92.4%), access

to sample assessments and tools (91.8%), and provision of CLIL lesson plans (88.4%), followed by demand for sample assessments (86.4%) and workshops on integrating bilingual approaches (79.6%), while comparatively fewer teachers identified needs for general resource access (22.4%), collaboration time (21.2%), or digital platforms (34%), overall emphasizing teachers' priority for practical instructional resources and targeted professional training to strengthen bilingual teaching practices.

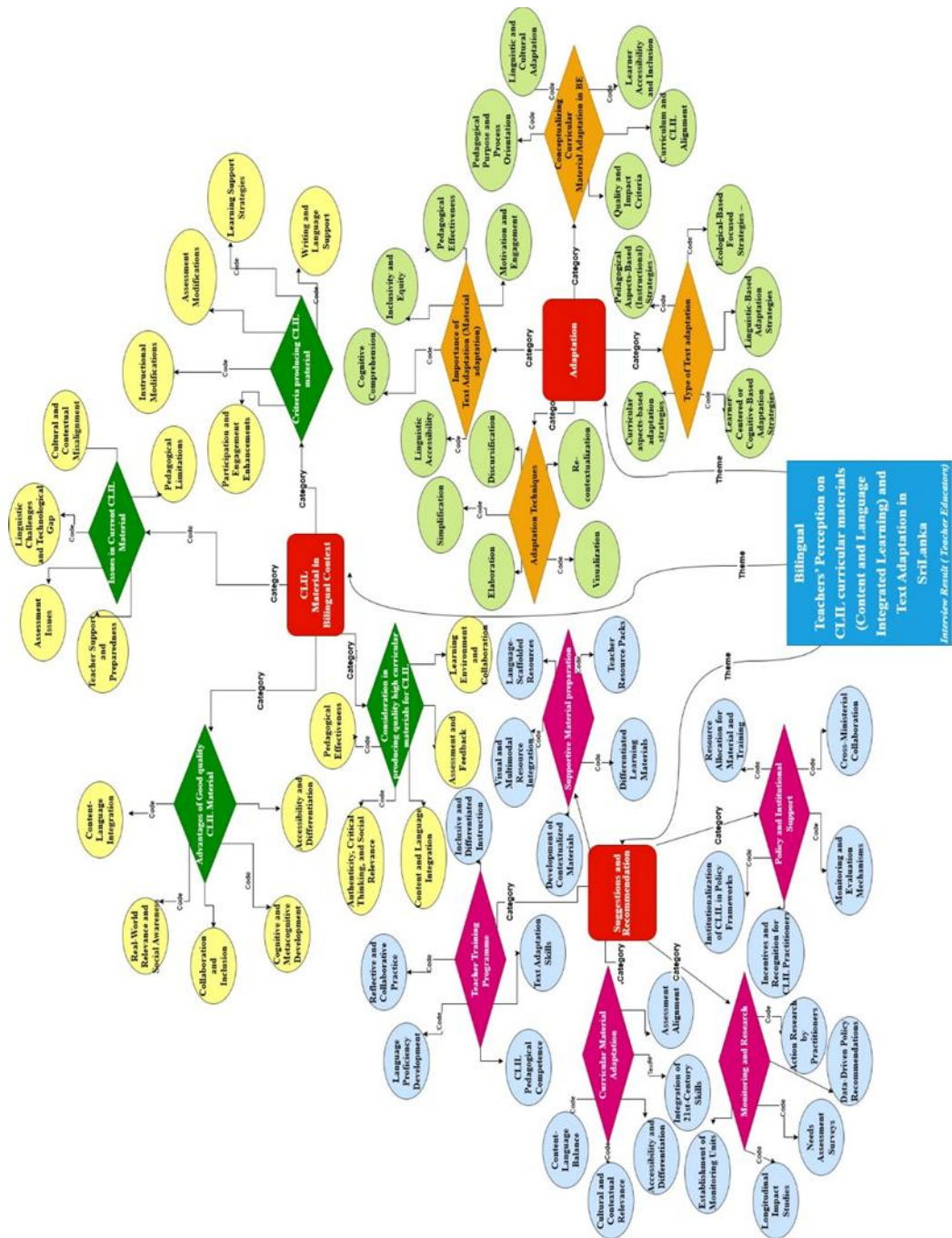
G6: Suggestions that are needed for successful CLIL implementation



The bar graph titled "Suggestions" presents bilingual teachers' perspectives on strategies to enhance bilingual education, highlighting strong support for training on CLIL and adaptation (96.8%) as the top priority, followed by the need for flexible resources (92.4%) and promotion of multimodal learning (87.2%), while a large majority also recommended implementing CLIL (84.4%), incorporating formatting assessment tools (79.6%), and integrating the 5C framework (77.6%) to strengthen overall bilingual education practices.



3.2 Interview Result Analysis:





4.0 Discussion

The findings reveal that Sri Lankan bilingual education teachers are critical of current CLIL materials, with over 80% perceiving them as insufficiently aligned with both content mastery and second-language development. Many materials lack adequate language scaffolding, contextual examples, and cultural relevance, undermining student engagement and comprehension. Teachers emphasized the need for effective text adaptation strategies that simplify language, include visuals, and reflect local realities, noting gaps in training on CLIL approaches, text adaptation, and differentiated instruction. The absence of systematically developed supplementary materials, such as scaffolding tools, leveled readers, and multimodal resources, along with time constraints, limited collaboration, and inadequate institutional support, further hinders implementation, though teachers recognize CLIL's potential to enhance students' cognitive and language skills if proper materials and training are provided.

5.0 Conclusion

Sri Lankan bilingual teachers and teacher educators value CLIL in theory, but current materials and support systems are inadequate. Over 90% of teachers report that CLIL materials lack scaffolding, assessment tools, and guidance, with insufficient training (over 90%), language proficiency gaps (94%), and 87.02% noting misalignment with classroom needs. Teachers emphasize the need for language adaptation (91.2%) and technological support (87.2%), recognizing that adapted materials improve learning (94%), yet only 6.8% adapt them regularly due to time constraints, and 97.2% have had no training. There is strong demand for CLIL training (96.8%), bilingual strategies (92.4%), sample tools (91.8%), and flexible resources, highlighting the need for structured support and collaboration among content experts, language experts, and policymakers in preparing high-quality CLIL materials.

6.0 Suggestions and Recommendation

- Develop Curricular Material for bilingual learners implies the CLIL approach
- Provide Text Adaptation Training for bilingual education teachers
- Provide Pedagogical and Professional Support for bilingual education teachers
- Strengthen institutional and Policy-Level Interventions regarding financial allocation, and strengthen regional centers
- Strengthen the Research and Monitoring system for bilingual education teachers and teacher educators
- Promote Inclusive and Differentiated Practices of bilingual education teachers for bilingual learners
- Modify the Assessment and Evaluation tool to emphasis from formative and summative assessments
- Enhanced Professional Development of bilingual teachers through conducting PGD , and Master's programmes
- Strengthen Language Proficiency Development of the bilingual education teachers through getting the support of language experts
- Enhance Cultural Relevance and Sensitivity by applying a multilingual perspective



- Foster Collaborative Planning and Sharing among bilingual education teachers, teacher educators and policy makers
- Raise Awareness and Advocacy through CLIL benefits and get the support of CLIL stake-holders
- Address Teacher Workload and Motivation of Bilingual education Teachers

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