



A study about issues and recommended solutions for G.C.E. A/L English Textbook in Sri Lanka

A.L.R.W. Perera^{1*}, S.D.M. Dissanayake², Y.D.O.S. Wijekoon³

^{1,2,3}General Sir John Kotelawala Defence University
*38-bte-0006@kdu.ac.lk

English Language textbooks published by the National Institute of Education (NIE) play an instrumental role in the teaching and learning of the English Language in Sri Lanka. The present study is primarily concerned with sets out to examine the shortcomings of the G.C.E. Advanced Level (A/L) English textbook in Sri Lanka. The G.C.E. A/L is a pivotal examination that opens pathways to university entrance, vocational courses, and diploma courses. However, there is an increasing rate of failures and non-attempts with regard to the G.C.E A/L English subject and therefore it is mandatory to examine the learning material of the said subject and its related issues. In view of the above, the data for the study was collected by analyzing the G.C.E. A/L English textbook and was evaluated using the standard criteria listed below. These include English textbooks should provide meaningful tasks related to students' daily communication, speaking and writing activities should be developed to improve the productive skills of the students, and the pedagogical content should be authentic and should consist of real-life written and spoken discourse that the students confront in the real-life contexts, the authentic pedagogical content concomitant with real life written and spoken discourse, learning should be facilitated through contextualized input, reading lessons should be properly organized in order to enhance learning ownership, autonomous learning, and critical thinking skills. The findings demonstrate the absence of proper and authentic speaking tasks that follow proper initiation stages. In terms of grammar activities, there is a lack of contextualized input with less concentration on productivity aspects, while the reading activities have not been properly categorized under pre-, while, and post-reading stages and the majority of the writing tasks lack productivity. Thus, it is recommended to provide authentic input for the learners as they learn English as a second language, and there must be credible activities that help to develop speaking skills.

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