

# **An Analysis on the Impact of Sequencing of Grammar in English Textbooks Used in Sri Lankan Government Schools from Grades 6-8 in the Achievement of Intended Learning Outcomes**

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The present study focuses on the investigation of the sequencing of grammar lessons in government English textbooks from grades 6 to 8. Despite the prestigious position that English holds within the country, it is a well-known fact that the English language competency of majority of students in schools and universities is below the expected standard. According to the evaluation reports of the Ordinary Level English examinations published by the Department of Examinations (2015 – 2018), it is evident that the results of majority of the students have been subpar and that most of them have failed the exam. In 2015, only 55.44% of the school candidates have obtained weak passes for the O/L exam paper, and in 2016, only 52.00% obtained weak passes, while in 2017 the percentage further declined to 11.12%. The year 2018 saw a rise of 45.10% which is approximately only half of the examination candidates. Furthermore, the 2018 O/L evaluation report accounted that English is the subject with the highest rate of failure. The O/L English exam paper is prepared largely based upon language lessons learnt from grades 6 to 11. The English language curriculum for the afore mentioned grades are developed by the National Institute of Education (NIE), upon which textbooks have been prepared for students. Although, teaching methods and the availability of resources for students may differ based on individual teaching style and location, respectively, the syllabus and textbooks remain as constant factors that impact the students' language learning processes. Therefore, there arises a need to assure the quality of textbooks. Hence, the main objective of this study is to investigate the impact of sequencing of grammar lessons in English textbooks to examine their influence on the learner's ability to use the English language within target language use domains accurately and effectively. Accordingly, this study concludes that the examination of the quality of textbooks could be perceived as a stepping-stone towards the development of English language skills of the students.

**Keywords:** Sri Lanka, English language competency, Textbook design, Grammar learning.