

## **The Impact of Introducing A/L English to Students in Sri Lanka**

**Stelinraj, S., Paranthaman, V.**

Department of English Language Teaching, University of Jaffna.  
segaranstelinraj@gmail.com

This study explores the quantitative implications of introducing Advanced Level (A/L) English at J/Arunodaya College in the Valikamam Zone, Sri Lanka, with a specific focus on the General English program. The research investigates challenges faced by students, emphasizing factors contributing to their lack of interest and lower performance in G.C.E (A/L) examinations. Analysis of G.C.E (A/L) results from 2020 to 2022 at J/Arunodaya College reveals a troubling trend, with a significant number of students failing to meet proficiency standards in General English. The research identifies key issues such as a lack of motivation, insufficient foundational English skills, and traditional teaching methods contributing to this decline. The methodology chapter outlines a quantitative survey approach, utilizing a questionnaire to collect data from 25 A/L students in the Arts stream. Results indicate a prevailing lack of interest among students, attributed to prioritizing other main subjects, a deficiency in foundational English skills, and dissatisfaction with teaching methodologies. In conclusion, this research, emphasizing quantitative aspects, provides insights into challenges faced by students at J/Arunodaya College and proposes recommendations to revitalize interest and enhance proficiency in A/L English, contributing to the broader discourse on quantitative analysis in English language education in Sri Lanka. Additionally, the study will analyze the role of the University Grants Commission (UGC) in addressing these challenges and fostering improvements in A/L English education.

**Keywords** : A/L English; Curriculum; Pedagogical practices; Sri Lanka; Student disinterest