



A Content Analysis of Textbook: Investigating the Environmental Literacy Skill in Sri Lankan Grade 6 Science Textbooks

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Abstract

In Sri Lankan general education, textbooks play a pivotal role in the teaching-learning process. Grade 6 marks the commencement of science education as a distinct subject, introducing students to fundamental scientific concepts. This stage presents an opportune moment to integrate essential environmental concepts, aligning students with global priorities such as environmental protection, sustainable development, climate change adaptation, and risk management. This study aimed to assess the level of environmental literacy in Grade 6 science textbooks. Employing a thematic inductive qualitative analysis, Grade 6 government science textbooks were scrutinized. The findings indicate that environmental literacy skills are integrated across all competencies. There is a greater emphasis on ecological knowledge, incorporating the understanding of ecosystem components and interactions. It adequately addresses issue identification and analysis, covering topics such as water pollution, global warming, and human-induced climate change. Action planning activities focused on minimizing energy waste, conservation, and sustainable usage are also incorporated. Under the verbal and actual commitment theme, the importance of biodiversity and the responsibility to use energy sources to protect them for future generations is highlighted. Similarly, under the Environmental Sensitivity and Feeling theme, the significance of green plants and the rights of animals to live freely in the environment are discussed. Additionally, under the theme of Problem-solving & Prediction, aspects such as prediction of global warming and ways to minimize drought are incorporated. However, the textbooks primarily present these skills in a theoretical format rather than practical application. Modifications to teaching methods are necessary to improve environmental literacy skills. Curriculum developers need to prioritize this aspect in future curriculum revisions.

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