

## **Data Collection and Analysis of the ESP Syllabus and Materials Based on Regional Indian Technical Universities**

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### **Abstract**

This paper describes the procedure and tools adopted for data collection, the objectives of the students' questionnaire and teachers' questionnaire, and the informal interviews. It also discusses the tools adopted for the examination of the syllabus and materials. It presents an analysis and interpretation of the data obtained through these questionnaires and presents an analysis of the English syllabus and materials for the first year B.Tech Course in Regional Indian Technical Universities.

**Key Words:** Regional Indian Technical Universities Needs Analysis, ESP, EST, Questionnaires, Textbook, Profiles

### **1.0 Introduction**

The main aim of the study is to redefine issues in syllabus and materials design of the I year English Course for Engineering students in AP. Data was collected to understand the effectiveness of the existing materials from the perspective of the material users, i.e., the students and the teachers as well as their attitude to the materials. A review of the syllabus and a close examination of the various aspects of the materials were also attempted.

The present paper provides an analysis and interpretation of the data gathered from the students' and teachers' questionnaires and an analysis of the existing syllabus and materials based on the principles of syllabus design and principles of materials design. This will reveal the strengths and weaknesses of the syllabus and the materials currently being used.

### **1.1 Tools Used for the Study**

- 1) Questionnaires to the students
- 2) Questionnaires to the teachers
- 3) Informal Interviews with freshly employed engineering graduates of JNTUK and Acharya Nagarjuna University.
- 4) A framework of principles of syllabus design to examine the present syllabus
- 5) A framework for examining the course materials.

### **Students' Questionnaires**

Questionnaires were administered to both the students of II year B.Tech., and the teachers of English in Engineering Colleges. The objectives of administering the students' questionnaire were to:

- i) Understand the needs of the students for learning English Language in a professional course.
- ii) Find out the perception of the students about the nature of language skills and activities that they need.
- iii) Understand students' opinion about the material used and methodology adopted in the classroom
- iv) Understand if the students are receptive to CLT and oral communication practices
- v) Find out if the material has been helpful to the students in improving their English language proficiency
- vi) Find out if the students have an idea of any alternative course material that they think will be more helpful

### Teachers' Questionnaires

The objectives of administering the teachers' questionnaire were to:

- i) Find out their opinion and attitude about the suitability of the existing course materials and the practicability of the methodology.
- ii) Understand their approach to the teaching of English and their perception of students' receptivity.
- iii) Understand their perception of the role of materials in enhancing the communication skills of the students.
- iv) Examine the instructional material used for I year B.Tech. Course for English in the selected Universities.
- v) Find out the suitability of evaluation procedures in realizing the objectives of the syllabus.

### Informal Interviews

Informal interviews were conducted with engineers recruited in different work environments to understand the workplace requirements. Since these recruits were from different fields of engineering, they could report on the kind of language skills expected by the employees at the time of interviews and their experiences of the language requirements on-the-job.

The interviews were not recorded because the intention was to elicit authentic information without raising self-consciousness and concomitant apprehension regarding the use of the information would be put to.

The objectives of conducting the informal interviews were:

The researcher desired to elicit from these subjects, information about the:

- i) kind of competence required for studies in IIMs in India and the MS courses offered by USA, England, Australia and Canada
- ii) nature of language tests conducted at the time of interviews in software companies
- iii) kind of linguistic skills required of the employees in software industry. It is evident from these responses that the students have not been made aware of the importance of writing skills or study skills.
- iv) kind of written communication skills required of the engineers in organizations like the Electricity Board and Telecom Department.

### 1.2 Profiles

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The profiles of teachers and students who take part in the survey are placed in a sequence in an order to assess their background, their perceptions on the course which they are teaching and learning.

### 3.2.1 Teachers' Profile

Teachers in the Engineering colleges have the basic qualification of M.A. (Litt.); a few of them have M.Phil. Degrees, which is also in English literature; and, a very few possess a doctoral degree. Most of them do not have any training in teaching or testing Technical English course prescribed for the students of engineering disciplines. However, some exceptions are to be found; a few of them who have the Post Graduate Diploma in Teaching English (PGDTE) from the Central Institute of English and Foreign Languages (CIEFL) (now EFLU) are well aware of the teaching methodology of English. The opinions of the teachers who do not have such training has also not been positive with reference to the handling of Technical English Courses in the Engineering Colleges.

### 1.2.2 Students' Profile

The Engineering students in Andhra Pradesh come from diverse backgrounds and thus possess diverse levels of proficiency in English language. Due to this diversity in their academic backgrounds, there is a need to strike a balance between the conceptual and linguistic level of each learner. The encouraging factor is that these students who take admissions into Engineering colleges usually possess a high degree of motivation to learn.

With such conditions prevailing in a language class room, a single approach towards teaching of English would be inadequate to meet the requirements of all the students. Use of different methods and materials of different levels, books specific to the communicative requirements of language have to be recommended when the students form such a heterogeneous group. Therefore, a learner-centred approach should be followed. Before this process of teaching- learning begins, a thorough analysis of the needs of the learners should be made; and, this should form the basis for designing the syllabus. As the target students here are prospective professionals, suitable ESP (English for Specific Purposes) courses in English should be of prime choice: In view of Chris Kennedy, "the essence of ESP is in catering to the needs of particular groups of students, taking into account the variables and constrains involved" (1984: 1-15)

A single common course book to a heterogeneous group may arouse diverse feelings in the students; it may bring disillusionment to the abler students, while the average students may find it to be very suitable and the below average students may find the same text book to be difficult. Chris Kennedy advocates in his book *The Future of English Language Teaching* 1984: 1-15) , the introduction of three different course books or developing a course book, which can address the needs of learners at these three levels. This point, however, is controversial and requires an in-depth study.

### 1.3 Objectives of the Questionnaire

The hypothesis of this thesis is to explore the English language needs of the students in Engineering disciplines and to examine how far these have been fulfilled through the prescribed English syllabuses in the selected two Universities of the State of Andhra Pradesh. The responses of the students and teachers were elicited through a questionnaire. A critical analysis of the objectives of some of the more important questions given in the questionnaire becomes imperative to justify their suitability in the process of the survey conducted. The objective of each question is presented here:

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**Q.1. what is the nature of the topics/lessons? Are the topics**

**a) Interesting b) Not interesting c) Inspiring d) Any other (please specify)**

Creating an interest in language learning plays a vital role. It produces effective second language communicators by creating interest in the learners. It successfully makes them continue their learning even after the achievement of the goal. To enable the English instructors to motivate such students, a number of methods, both implicit and explicit, are needed both within and outside the class room.

Speaking about the success of a second language learner, Johan Gorban and Diane Marie in their article entitled “A Comparative Analysis of Teacher and Student perceptions of courses of Motivation and Demotivation in College Classes” in the journal *Communication Education* have listed out the required prerequisites of language learning all of which are interconnected with the factor of motivation:

Positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning (1997: 245-261).

In this context, a question arises whether the textbook provides necessary inspiration to the learners as well as the teachers. The interest created alone makes them go forward to achieve the desired objectives. Regarding the fulfillment of the above objective in the syllabus, the opinions of the learners have been put together.

**Q.2. Are the topics in the textbook relevant to the Engineering Course?**

The topics in a language textbook should not only impart skills in the target language, but should also be relevant to the learners and the course. The textbook should provide material on the topics appropriate to the age, psychological and linguistic levels of the learners. When the question is asked whether the concerned textbook is relevant to the Engineering course, the researcher could get diverse responses from the students of the selected universities.

**Q.3. Are the technical terms included in English syllabus properly designed?**

As the syllabus of Technical English is designed for a specific purpose, it aims at introducing the technical terms. This objective is required to be properly defined as the learners are unfamiliar with engineering subjects when they join the college. The learners are asked whether they are able to comprehend the technical terms, and if the definitions are clear. The response of the students to this question has been put together, to ascertain their level of comprehension.

**Q.4. Do the technical materials in the textbook increase the technical knowledge of the learners or enhance the language learning?**

The answers are glaringly transparent on the question whether the technical materials had helped to increase the technical knowledge or were helpful only in enhancing language learning. The tilt has been towards the language learning rather on the learning of Technical English.

**Q.5. To what extent did the activities in the text book arouse your interest and involve you personally in working them out?**

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The materials in the textbooks give wings to the imagination of the students and bring out their creativity, apart from developing linguistic skills and providing information. It is important, therefore, that the students develop a love for books, particularly their textbooks and have unrestricted access to other books to satisfy their curiosity. Moreover, Creativity is an important factor of personality which endows new perceptions and helps perceive new relationships among old things or ideas. Providing a wide range of tasks to a learner can give confidence and sharpen creative abilities. This question has been posed to assess the capabilities of the students on the aspect such as sharpening their use of creativity.

**Q.6. Do you find it easy to use new words (vocabulary) in your interaction/ in other situation?**

Vocabulary in any language cannot be learned or used merely in the classrooms. Learning vocabulary in a language requires communication in real life situations. Thus, students need to acquire an array of communication skills that can enable them to use in various contexts, with different people.

Hussin, Maarof and D' Cruz (2001:245-261) have stated that

What occurs in the language classrooms must be extended beyond the walls of the classroom so that a link is created between what is learned in the classrooms with what occurs outside of the classrooms.

One cannot deny the fact that if a person achieves competence in a language he/ she ought to apply it in real life situations. It fulfils the objective of language learning. Hence, a question is asked whether the textbook helps the language development of the learners, and to what extent, so that the learnt language is used in other situations.

**Q. 7. Did you have any difficulty in understanding and studying these books?**

The topics prescribed for the courses should be easily assessable to the students then only students will try to navigate into creative learning which gives scope to exploring into new ways of learning. In order to know the competence of the students in the topics prescribed for them and the difficulty level of the material, this question is posed. To supplement this question the following question is designed to collect the real data from the students.

**Q. 8. Are there adequate pictures, charts, graphs to understand the context of the topics in the textbooks?**

The textbook appears to be simple in language presentation if the majority of students find it comprehensible. The textbooks for Engineering students should have these aids similar to their use in textbooks meant for optional subjects. Moreover, "information transfer" from one medium to another is an important skill. Hence converting the text into a picture or graph or representing the material studied in the form of a table improves not only the skill of learner but also his imagination. Keeping this in view, this question has been posed in order to assess the comprehension skills of the students.

**Q. 9. Are there any activities which improve the learners' knowledge of grammar?**

Among the questions related to the objectives, one is regarding the development of language proficiency with respect to grammar. As Nicole Geslin *et al.* (1998:8) have said:

Grammar is described as a set of shared understandings that enable people to communicate successfully. It is a resource used for making meaning in texts and it is always related to acceptance and intelligible meaning made in a particular context.



- If “yes” please name the software (or provider of software) in use in your lab.
  - a).....
  - b).....

state how far the software is useful in developing your skills.

- a) To a great extent     b) To some extent     c) Not at all

✚ If “no” do you want to have Communication Skills Lab in the first year itself?

Yes                       No

**If so, why do you want to have Communication Skills Lab?**

Communication skills are essential for expressing ideas, opinions, views, emotions etc. The main objective of Communication Skills Lab is to prepare students for campus recruitments. As it has been observed that many students have speech anxiety, at the beginning of the course, effective measures are taken to help the students overcome communication apprehension by introducing communication skills lab.

### 3.4 Analysis of Students’ Questionnaire

The students are in the age group of seventeen to nineteen years. They have a good academic record in their core subjects. The perception of the English medium students of their proficiency in English is between average and good. Regional medium students feel that their language skills are very inadequate and need a lot of improvement.

#### Section I

The questions in section I were intended to understand the learners’ perception of the kind of language skills they require for their studies. In response to the questions in this section, a majority of the students expressed the need to gain proficiency in English for an understanding, analysis, and interpretation of their specialist books as well as for participating in seminars, discussions and paper presentations. They also recognize the importance of English for presenting new ideas in their subject classes. Though a majority of the students realize that vocabulary, grammar, reading, listening and conversational skills are important; they discount the necessity of drafting skills.

#### Section II

The questions in Section II were intended to find out the amount of exposure to English language that the learners get from sources other than the course books. Most of the learners watch television for news. The radio is not a preferred medium for this. The students do not wholly understand the news presented in English owing to their low proficiency levels.

The students do not read books for pleasure. They are not used to extensive reading and hence find difficulty in comprehension as well as oral and written production. They however reported accessing the Internet for information.

Regarding the kind of opportunities that the students get to speak in the class, the time allotted is not perceived to be enough to practise speaking in the class. The responses also revealed that a very few speak English outside the classroom.

#### Section III

##### Students’ Opinion on the Topics

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The students' responses on the nature of the topics in the course books show a divided opinion. While some felt that they were interesting, many others felt that they were neither stimulating nor inspiring.

The responses to question 4 in section III indicate that a majority of students do not find any difficulty in understanding the textbooks. The course books, according to the learners, are not very challenging in terms of cognitive or linguistic complexity. This suggests that the materials can be pitched at a level higher than the present level of the texts.

The students showed a divided response about the practice provided in the classroom in various activities like oral communication activities, listening comprehension, pronunciation exercises, grammar exercises, reading comprehension, and paragraph writing.

On the usefulness of the various activities in the course book for improving their proficiency, most of the students feel that the activities in the textbook are successful only to a certain extent in arousing their interest and in involving them personally.

The data reveals that many students have not felt the importance of listening comprehension, reading, and paragraph writing:

Regarding the gap in the existing English instructional programme in relating to their needs, some of the students agreed that there was a gap in the instructional programme; while some of them did not find any gap in the materials.

The students felt that while the course aimed at improving the communication skills, it did not give much practice in communication skills. The students felt that grammar exercises were too simple and provided no cognitive challenge.

#### **Section IV**

The questions in Section IV were intended to find out if the learners perceived any lacunae in the materials.

On the question of the students' perception about the weaknesses in the course material, some of the students said that the course books contained certain weaknesses while some of them did not find any. A few of the students did not respond to the question.

While all the students conceded to the fact that the teachers used prescribed textbooks, half the students said that the teachers also made use of material from reference books.

A small percentage of them agreed that their teachers used radio programmes and video/TV programmes. A considerable number of students answered that their teachers made use of newspaper clippings, magazines and periodicals in their classes. The use of radio, video and TV is a sign of innovative use of authentic material but this is not popular among all the teachers for want of equipment.

On the nature of the topics, a majority of students expressed that the topics lacked novelty and contemporaneity though they were followed by a variety of activities. The students felt that the grammar presented in the course books were very little and offered little scope for improving accuracy.



## Section V

The questions in section V intended to elicit information about teaching procedures. Some of the learners stated that lack of examples and clear explanation made it difficult for the students to understand the lessons and grammar. The English classes were not very lively because there were no discussions or learner involvement. The students also felt that sufficient practice in vocabulary was not given. They felt that teaching was confined only to textbooks

The students' responses also revealed that 50% of the teachers used a combination of lecture mode, discussions and group work, student participation etc. But 17% of the students felt that their teachers used only the lecture method while 15% of the students were reluctant to answer.

A large number of students felt that conversational and communicative activities were conducted occasionally and not as often as they ought to be.

## Section VI

The questions in Section VI were on the evaluation pattern.

To the question on whether the internal exams tested the communication skills, a majority of students responded that the internal exams did not really test communication skills. The internal exams did not test continuous spoken discourse or extended paragraph writing. The sentence completion exercises and gap filling exercises were based on vocabulary and sentence-based grammar while the short questions were more of memory-reproduction type.

When asked for their suggestions, the students suggested that oral communication be tested for the internals and marks be allotted to them. They felt that group discussions, seminars and debates must be conducted and assessed for internal examinations. In addition to this, they suggested that extended paragraph writing based on current topics instead of memory recall exercises from the text books be given so that they offer the students an opportunity to express themselves spontaneously in the new language. Apart from these they wished that report writing and other work-related writing activities be given enough practice and be included in the internal examinations.

In response to the question on the kind of changes that can be brought in the examination procedure the students expressed the necessity for including vocabulary exercises, grammar, oral communication through debates and discussions and extended paragraph writing both in the internal as well as end examinations. They feel that the tasks must be devised at a linguistically and cognitively difficult level so that they are challenging enough for the students to work out and prepare for language tests like TOFEL, GRE, IELTS, SAT, etc.

The question on end examinations reveals that the end examination tests memory and reproduction rather than communication skills. Only a negligible percentage of the students said that the end exams tested communication skills.

Regarding the changes that can be brought about in the end examination, the students answered that:

- i) Oral communication skills must be made a part of the end examinations.
- ii) The examination should test only communication skills and not the content.

- iii) Written communication skills should also be given importance along with oral communication skills and marks must be allotted for accuracy, good vocabulary, style of writing, and organizational skills rather than the content of the text.
- iv) Space has to be created to test the use of words in appropriate contexts.

The aspects of the course material that the students like are the exercises provided in the textbook and the role-play activities in it.

In response to the question on what the students disliked about their English course, they answered that they disliked the pattern of internal and end examinations. Lack of focus on written and oral communication, grammatical and organizational skills, and emphasis on memory and reproduction made these exams uninteresting. They also felt that listening comprehension was not given much importance.

#### 1.4.1 Interpretation of the Students' Responses

The responses of the students from section IV, section V and section VI, point to the fact that the materials do not address any specific language features to be mastered and the methodology used has not helped in improving the language competence.

The analysis of students' questionnaire further reveals that the evaluation pattern does not reflect the objectives of the syllabus, namely the improvement of oral and written communication skills.

#### 1.5 Analysis of Teachers' Questionnaire

Details about the teachers' educational qualifications, their experience in teaching ESP, training in this aspect, were obtained from this questionnaire. Sixty out of One hundred and twenty teachers were postgraduates; Forty-three had completed their M.Phil. Degree; and seventeen of them were doctorates. Of the One hundred and twenty teachers, ten had completed their M.Ed. and twenty, B.Ed. Among these teachers, twenty-seven had undergone Post Graduate Diploma in the teaching of English offered by CIEFL. More than half the teachers have not had any kind of training in teaching English.

Area of specialization	No. of teachers ANU	No. of teachers JNTUK
Literature	29	64
ELT	6	10
Linguistics and Phonetics	5	6
<b>Total</b>	40	80

Table:2

The data shows that the number of teachers who have specialized in literature is more than those who have specialized in ELT.

Most of the teachers have taught General English and literature. Only twenty seven teachers have experienced in teaching ESP. Only 30% of the teachers have undergone training in teaching English Language, pursuing courses such as PGDTE and PGCTE from CIEFL, Hyderabad. This reveals that the ESP approach is not familiar to many of the teachers.

The data also reveals that the majority of teachers have little or no experience while the remaining teachers have only a few years of experience.

1-2 years of experience	3-5 years	5-6 years of experience
50	45	25

Teachers are not sure that the materials enhance oral and written communication skills.

Responding to the question about the method of teaching adopted, 75% of the teachers expressed that they would employ the lecture method and the structural mode of teaching grammar. Some of them employed situational dialogues, role-plays, simulation and group discussions for teaching communication.

### Percentage of Teachers Who Provided Practice in Various Activities

Presentation skills	Group discussions	Report writing	Project work	Sounds of English
43%	40%	30%	50%	98%

### Source Used for Exposure to English Language

	Other books and printed materials	Audio-visual aids
% of teachers	80%	20%

While 75% of the teachers depended on the course books for activities, a small percentage of the teachers supplemented activities contained in the course material with their own.

Responding to the query on the aids used for teaching listening, 63% of the teachers admitted that they did not make use of any audio devices to teach listening. They read out the passage to the students in the class. They gave practice in speaking skills through discussions and role-plays.

About the correlation between the objectives of the syllabus and the needs, the teachers specified that the focus needs to be laid on extended writing, which is not found in the materials as they give practice only in short paragraphs and passages. They also suggested increasing the complexity of the texts and tasks to suit the level of the learners. The teachers felt the need for updated materials. They also felt the need for teacher-training programmes to expose them to ELT methodology.

#### 1.5.1 Interpretation of the Teachers' Questionnaire

The responses of the teachers to questions 5,6,7,8,9 and 10 in section I and question 4 in section II reveal that though the teachers agree that the course materials provide a variety of topics, texts and activities, the materials have not been very instrumental in improving the communicative abilities and use of language. This indicates the following:

- i) the materials do not match the comprehension level of the learners.
- ii) the methodology adopted by the teachers, most of whom are not trained in ELT, is not very effective.

The teachers' responses to question 2, Section V, reveal the following points about the syllabus and the materials:

- i) the text materials present dated information and do not motivate and engage the interest of the students
- ii) the examination pattern does not correlate to the aims of the syllabus in testing the communication skills.

It can also be deduced from the responses of the teachers in Section V that the materials need to be supplemented to suit the needs of the learners. There is an urgent need to conduct training programmes and refresher courses to acquaint the teachers with ELT methodology.

### 1.6 Informal Interviews

Informal interviews with the new recruits in government organizations such as APSEB revealed that the employees were required to write reports on the various projects undertaken by the organization.

The employees also stated that they were required to draft letters continuously to organizations that supply material and equipment and make equipment purchase proposals within the department to their chiefs.

The professionals from the software and IT industries stated that they were required to have good communication and negotiation skills to negotiate deals with their clients.

The students studying abroad reported that they required an advanced level of English to cope with the subject books and analyze and interpret them to enable them to make presentations and participate in seminars.

Generally, the learners require advanced level written and oral communication skills to perform the various tasks they encounter either at work place or in their higher studies.

### 1.7 The Role of Textbook in the English Classroom

English language instruction has many important components but the essential constituents in many English classrooms and programmes are the textbooks and instruction materials that are often used by language instructors.

As Tom Hutchinson and Enniece Torres suggest,

The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aids projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook (1994:315)

Other theories such as Leslie Sheldon agree with this observation and suggest that,

Textbooks not only represent the visible heart of any ELT program but also offer considerable advantages- for both the student and the teacher- when they are being used in the ESL/EFL classroom (1988:237).

John Haycroft, for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when they use them. Secondly, as John Sheldon has pointed out, students often harbour expectations about using a textbook in their particular language classroom and programme and believe that the published materials have more credibility than teacher-generated or “in-house” materials. Thirdly, as Robert O’Neil has indicated, the textbooks are generally sensitive to students’ needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and make room for adaptation and improvisation. Fourthly, textbooks yielding a respectable return on investment, are relatively inexpensive and involve low lesson preparation time, whereas the teacher-generated materials can be defective in time, cost and quality. In this way, the textbooks can reduce the potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits.

A fifth advantage identified by Alan Cunningsworth is the potential which the textbooks have for serving several additional roles in the ELT curriculum. He enumerates the advantages of having a textbook:

- They are an effective resource for auto- instruction;
- An effective resource for presentation material;
- A source of ideas and activities;
- A reference source for students;
- A syllabus where they reflect pre-determined learning objectives; and,
- Support for less experienced teachers who have yet to gain in confidence.

Although some theorists have alluded to the inherent danger of the inexperienced teacher who may use a textbook as a pedagogic crutch, Such an over-reliance may actually have the opposite effect of saving students from a teacher’s deficiencies. Finally, Hutchinson and Torres have pointed out that the textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/ or untried methodologies, introduce change gradually, and create scaffolding upon which the teachers can build a more creative methodology of their own. However, a textbook is just a take off point for an imaginative and committed teacher; in the least, a student would get at least what is given in the textbook, if not more.

### 1.7.1 Importance of Text Analysis

Although handling the text in the classroom is time-consuming, text responses complement the data, providing more varied and detailed information about what respondents think, feel, and do. Text Analysis for Surveys is that it gives the ability to analyze respondents’ attitudes and opinions. As a result, one gains a clearer understanding of what **the pupil likes or doesn’t like and why**. When one understands what people think and feel in their own words, one can draw more reliable conclusions about their future behavior and use that predictive insight to meet their needs more successfully.

Text analysis is an interactive process enabling the teacher to know the major themes grasped by respondents, and also know how many respondents could mention at least one theme, whereby an insight into the respondents' beliefs, attitudes, or behaviours can be obtained. When one works with the survey responses, one is likely to re-extract concepts and re-categorize responses using different category definitions or coding schemes, different term or synonym definitions or different groupings or responses. One may repeat this process several times before one is satisfied with results.

### 3.7.2 Purpose of a Textbook

A textbook is defined as a book used as a standard work for the students of a particular subject. It is usually written specifically for a particular purpose, as a manual of instruction in any branch of study, especially as a work organized by scholars who usually have taught courses on the subject/s dealt with in a particular textbook.

### 1.7.3 Advantages of Using a Textbook

When a question is asked how important a textbook is, many answers can be offered. The following are some advantages of using a textbook. A textbook provides a clear framework, a sense of structure; progress to be made and goals to be reached are provided to both the teachers and the learners.

In many places a textbook serves as a syllabus. It is adapted systematically as follows:

- A carefully planned and balanced selection of language content will be covered.
- **Readymade texts and tasks:** The textbook provides the text and various tasks are set based on it.
- **Economy:** A textbook is the cheapest way of providing learning material for each learner.
- **Convenience:** It is a convenient package for the students to use.
- **Guidance:** The textbook can provide useful guidance and support for teachers who are inexperienced or occasionally unsure of their knowledge of the language.
- **Autonomy:** The learner can use the textbook to learn new material, review, and monitor progress with some degree of autonomy.

### 1.8 Tools Used for Text Analysis of Social Sciences

Researchers usually use two types of investigation processes. First is quantitative research, which employs numerical indicators to ascertain the relative size of a particular communication phenomenon. The second type of investigation process is qualitative research, which employs symbols and words to indicate the presence or absence of phenomena or to categorize them into different-types. Quantitative and qualitative observations provide researchers with different ways of operationalizing and measuring theoretical constructs and practical concepts. While quantitative methods can provide a high level of measurement precision and statistical power, qualitative methods can supply a greater depth of information about the nature of communication processes in a particular research setting.

### 1.9 Summary

This paper presented an analysis and interpretation of the students' and the teachers' questionnaires. It has also presented the analysis and interpretation of the responses of the fresh employees from their interviews. It has also attempted a critical evaluation of the syllabus and materials.

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