

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This is a survey research study on the English language needs comparing Thai and the foreign first year monk students who are the regular students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University. The results of this study could be used to give solutions to the following questions: -

1. What are the English language needs of the Thai first year monk students at the Faculty of Humanities of Mahachulalongkorn-rajavidyalaya University?
2. What are the English language needs of the foreign first year monk students of the Faculty of Humanities of Mahachulalongkorn-rajavidyalaya University?
3. Are there any significant differences between these two separate groups' English language needs?

To collect the data, self-administered questionnaires, which included items related to both objective and subjective needs, were distributed to the students who were asked to describe their English language needs. Then the obtained data was analyzed by using the Statistical Package for Social Science (SPSS V. 14.0). The Statistical techniques used for data analysis were statistics, frequencies, Independent samples t-test; percentages, graphs and tables were used to show the results of this study.

### **3.1 SUBJECTS**

3.1.1 The Total number of Thai first year monks students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University is 61 students while the foreign first year monks students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University total 45 students in the second semester of the academic year of 2549.

3.1.2 The sample size was chosen from the Table for Determining Needed Sizes of a randomly chosen sample from a Given Finite Population of Number Cases (Krejcie & Morgan, 1970, p. 30).

3.1.3 The students were selected by simple random sampling techniques.

### 3.2 INSTRUMENT

The instrument undertaken in this survey study was a questionnaire that was distributed to the students directly. This instrument was used because it was appropriate for gathering information about the students' language needs according to Hutchinson and Waters' potential methods (1987, p.58), '*a questionnaire is one of the most useful and effective methods for obtaining the subjective and objectives of the participants.*'

Most of the items were close-ended questions, but the questionnaire also consisted of open-ended questions in which the students could give alternative comments on any other needs. The questionnaire was submitted to the advisor who approved it. The questionnaire was divided into four parts. In the first part, it included the information for the general background of the students to know objective needs of students, such as, name, Pali name, surname, current English level, nationality – Thai or foreigner, age and country, and the other to know their subjective needs, language needs, four skills, types of materials and opinions on any other needs.

#### 3.2.1 Details of the questionnaire

1. The process and techniques of questionnaire formats came from a variety of well-known books retrieved.
2. It was adapted and constructed with the help of well-versed professional writers.
3. It was translated into Thai to avoid ambiguities in the questions written in English.

The instructions of the questionnaire used the five point Likert scale in which the students are required to put a cross-sign (X) in the boxes given as follows: -

|                        |   |                          |                   |   |                          |
|------------------------|---|--------------------------|-------------------|---|--------------------------|
| Very important/useful  | 5 | <input type="checkbox"/> | Strongly agree    | 5 | <input type="checkbox"/> |
| Important/useful       | 4 | <input type="checkbox"/> | Agree             | 4 | <input type="checkbox"/> |
| Moderate               | 3 | <input type="checkbox"/> | Moderate          | 3 | <input type="checkbox"/> |
| Less important/useful  | 2 | <input type="checkbox"/> | Disagree          | 2 | <input type="checkbox"/> |
| Least important/useful | 1 | <input type="checkbox"/> | Strongly disagree | 1 | <input type="checkbox"/> |

In the second part, the subjective needs – needs, wants, desire, expectations and lacks were included by using the five point Likert scale as follows: -

|  | 5                        | 4                        | 3                        | 2                        | 1                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. English is important in studies       | <input type="checkbox"/> |
| 2. English is important in future career | <input type="checkbox"/> |
| 3. Importance of language skills         |                          |                          |                          |                          |                          |
| a. Listening                             | <input type="checkbox"/> |
| b. Speaking                              | <input type="checkbox"/> |
| c. Reading                               | <input type="checkbox"/> |
| d. Writing                               | <input type="checkbox"/> |
| 4. Useful activities                     |                          |                          |                          |                          |                          |
| a. Talking about oneself                 | <input type="checkbox"/> |
| b. Agreeing/disagreeing                  | <input type="checkbox"/> |
| c. Offering/refusing                     | <input type="checkbox"/> |
| d. Ordering                              | <input type="checkbox"/> |
| e. Making booking                        | <input type="checkbox"/> |
| f. Giving opinions                       | <input type="checkbox"/> |
| g. Expressing probability                | <input type="checkbox"/> |
| h. Buying                                | <input type="checkbox"/> |
| i. Asking permission                     | <input type="checkbox"/> |
| j. Apologizing                           | <input type="checkbox"/> |
| k. Asking for information                | <input type="checkbox"/> |
| l. Making suggestions                    | <input type="checkbox"/> |
| m. Describing people/places              | <input type="checkbox"/> |
| n. Giving/receiving instructions         | <input type="checkbox"/> |
| o. Complaining                           | <input type="checkbox"/> |
| p. Using numbers/dates/time/prices       | <input type="checkbox"/> |
| q. Stating references                    | <input type="checkbox"/> |
| r. Making appointments                   | <input type="checkbox"/> |
| s. Explaining                            | <input type="checkbox"/> |
| t. Persuading/praising                   | <input type="checkbox"/> |
| u. Expressing likes/dislikes             | <input type="checkbox"/> |
| v. Greetings/introducing people          | <input type="checkbox"/> |

In the third part, the subjective needs about the types of English course that students prefer were identified by using the five point Likert scale as follows: -

1. On a scale of **1-5**, rank the following English language skills to be emphasized in an English course.

5 4 3 2 1

- |              |                          |                          |                          |                          |                          |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Listening | <input type="checkbox"/> |
| b. Speaking  | <input type="checkbox"/> |
| c. Reading   | <input type="checkbox"/> |
| d. Writing   | <input type="checkbox"/> |

2. What type of content is appropriate for English at your current level?

- |                         |                          |                          |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. General English      | <input type="checkbox"/> |
| b. English for Buddhism | <input type="checkbox"/> |

3. Which learning environment do you prefer in an English class?

- |          |                          |                          |                          |                          |                          |
|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Pair  | <input type="checkbox"/> |
| b. Group | <input type="checkbox"/> |

4. What is an appropriate length of time a day for learning English?

- |                      |                          |                          |                          |                          |                          |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. 1-2 hours         | <input type="checkbox"/> |
| b. 3-4 hours         | <input type="checkbox"/> |
| c. More than 4 hours | <input type="checkbox"/> |

5. Which type of evaluation do you prefer?

- |                        |                          |                          |                          |                          |                          |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Internal assessment | <input type="checkbox"/> |
| b. External assessment | <input type="checkbox"/> |

6. Should Quizzes Tests in English be marked and added up to the Total Marks of students?

7. What type of exam do you prefer for your English class?

- |                        |                          |                          |                          |                          |                          |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Objective type      | <input type="checkbox"/> |
| b. Subjective type     | <input type="checkbox"/> |
| c. Combination of both | <input type="checkbox"/> |

8. What reading materials do you prefer for your English class?

- |                             |                          |                          |                          |                          |                          |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. English Textbook         | <input type="checkbox"/> |
| b. Newspapers and magazines | <input type="checkbox"/> |
| c. Journals                 | <input type="checkbox"/> |

9. How many students do you prefer for an English class?

- |                  |                          |                          |                          |                          |                          |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Fewer than 10 | <input type="checkbox"/> |
| b. 10-19         | <input type="checkbox"/> |
| c. 20-29         | <input type="checkbox"/> |
| d. 30-39         | <input type="checkbox"/> |
| e. Over 40       | <input type="checkbox"/> |

10. On a scale of **1-5**, rank the following types of writing skills in order of importance.

|                    | 5                        | 4                        | 3                        | 2                        | 1                        |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Note-taking     | <input type="checkbox"/> |
| b. Summary writing | <input type="checkbox"/> |
| c. Essay writing   | <input type="checkbox"/> |
| d. Letter writing  | <input type="checkbox"/> |
| e. Report writing  | <input type="checkbox"/> |

In the fourth part, the subjective needs are the opinions towards the Four English Skills that students prefer by using the five point Likert scale as follows: -

1. How useful are the following activities in improving the four English language skills?

|                                       |  |
|---------------------------------------|--|
| a. Learning activities in listening   |  |
| Dictation exercises                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listening to authentic conversation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Watching TV news in English           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Watching movies in English            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listening to English program on radio | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| b. Learning activities in reading     |  |
| Reading newspapers                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Reading short stories                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Reading Textbooks                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Reading magazines                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| c. Learning activities in Speaking    |  |
| Oral Test                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Doing pronunciation                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Doing drills in the language lab      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Doing dialogs                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Giving speeches                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Doing role-plays                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Playing games                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| d. Learning activities in Writing     |  |
| Dictation exercises                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Grammar exercises                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing letters                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing letters                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing reports                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing sentences                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing paragraphs                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Writing essays                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- |   | 5                        | 4                        | 3                        | 2                        | 1                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Writing poems   | <input type="checkbox"/> |
| 2. Is it important to learn all the English language skills with the same emphasis?   | <input type="checkbox"/> |
| 3. Should Grammar be taught in details?   | <input type="checkbox"/> |
| 4. Should MCU students use the language lab to improve their listening skills?        | <input type="checkbox"/> |
| 5. Should MCU students read more than four reading passages in a semester?            | <input type="checkbox"/> |
| 6. Can dialog exercises improve the speaking skills of students?                      | <input type="checkbox"/> |
| 7. Should the Four Skills of English course be provided to students in each semester? | <input type="checkbox"/> |
| 8. Does class participation encourage students to learn English?                      | <input type="checkbox"/> |

### 3.2.2 Pilot Study

The pilot study was tried out first to know whether the instructions and the statements of the questionnaires were really understood and was there any ambiguity on the intended meaning of each question or not? Moreover, according to methodological principles, it is necessarily important to know whether the instrumental tool is valid and reliable or not. The outcomes of the tried-out pilot study were satisfactory at the end.

In the pilot study, ten Thai first year students and the ten foreign first year students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University were asked to fill out the pilot questionnaire. In the real survey study, these twenty students were counted out to complete seventy distributed questions. The thirty-six Thai first year students and the third-four foreign students completed the seventy distributed questionnaires directly.

### 3.3 DATA COLLECTION

After the approval of the dean of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University, the seventy questionnaires written in English and Thai version were distributed to the seventy first year students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University with the assistance of their leaders.

The thirty-six Thai first year students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University were organized by their classroom leader while the thirty-four foreign first year students at the same faculty were also organized by their classroom leader to complete the direct distributed questionnaires in the separate classes.

After five hours, all the seventy direct distributed questionnaires were returned after respondents had completely filled out all the questions. There was no missing questionnaire. Having checked all the seventy questionnaires, then the questionnaires were neatly and systematically classified into different separate groups. Finally, the data were encoded through the computing process.

### **3.4 DATA ANALYSIS**

The data obtained from the final questionnaires were encoded, recoded and analyzed using the Statistic Package for Social Science (SPSS) version 14.0. The statistic devices' process used in the computing data analysis used in the study were undergone as follows: -

3.4.1 Descriptive statistics were used to determine the frequencies, percentages and arithmetic of each data of the Thai and the foreign first year students' general background information.

3.4.2 Arithmetic means were used to analyze both Thai and foreign first year students' opinions on the content needs of the English course, the types of the English language needs and the activities and assessment of evaluation of the English language needs in the classroom.

3.4.3 Independent-Samples T tests were used to find the means and standard deviation where there could be significantly different and similar scores in the English language needs between two separate groups in different classrooms at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

After the data analysis had been completed, the discussions and the interpretations on the different and similar needs of the English language between the Thai and the foreign first year students at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University followed. Results continued in the following chapter with the outcomes of this survey study.