CHAPTER THREE
METHODOLOGY

This chapter describes the design and procedure that will be used in this study as the following:

3.1   Subjects

3.2   Instruments

3.3   Data collection

3.4   Data analysis

3.1   SUBJECTS

The subjects of the study are students who were in the two main Thammasat University Master programs, the Master program "Teaching English as a Foreign Language" and the Master program "English For Careers". They possessed TU-GET scores of at least 700 and they would be considered as high achievers of English proficiency. They were 30 out of the 50 students who had achieved a TU-GET score of more than 700 in the academic year of 2005 and 2006. In this subject group, there were 10 students from the Teaching program and 20 from the Careers program. In the Teaching program there were 6 and 4 subjects from first year and second year respectively. From the Career group, there were 9 and 11 respondents from the first year and second year students respectively.

Personal interviews were also used to gather the information and the total number of interviewees was 10 students, 8 subjects in the Teaching program and 2 students in the Careers program. They volunteered to give the interview.

3.2   INSTRUMENTS

The instrument used in this study is a 5 point Likert Scale which was adapted from the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery(AMI), ranged from 'Strongly Agree' to 'Strongly Disagree'. (Gardner, 1960). This tool is reported to have high validity and reliability. Some of the questions used in the questionnaire were adapted from Prapphal's Attitudes Testing, (Prapphal, 1981).

There are 24 questions in the questionnaire. The questions are categorized into two main parts which are motivation, and attitudes towards English language and English community. Extrinsic motivation is divided into two subcategories which are integrative motivation and instrumental motivation. Furthermore, the students' attitude towards English language is divided into two subcategories which are the attitudes towards integrative motivation and the attitudes towards instrumental motivation.

The first four questions are used to measure integrative motivation. The next four questions, numbered 5 to 8, were used to assess the instrumental motivation. The attitudinal questions numbered 9 to 24 are divided into two main groups. Questions number 9 to 16 are used to measure the level of attitudes toward integrative motivation. The questions numbered 17 to 24 are used to assess the attitudes towards instrumental motivation. The subjects were requested to answer the statements which concern the goals of learning English language and their attitudes towards English community. You can see the example of a questionnaire in Appendix A

Moreover, the interview form has 11 questions aiming at collecting the integrative and instrumental goals of learning English and students' attitudes towards the English language and English community. In addition, the interviewer tried to find out the other causes of language achievement or what bring about the linguistic achievement gained by each subject. You can see questions in the interview form in Appendix B

3.3   DATA COLLECTION

Within 3 weeks, from the 24th of January to the 10th of February 2007, the 30 questionnaires were distributed to the subjects who are in the "Teaching English as a Foreign Language" and "English For Careers" programs. The students volunteered to fill in the questionnaire and were allowed about 15 minutes to complete it before they returned it to the researcher. The interview, then, interviewed 10 subjects.

3.4   DATA ANALYSIS

SPSS (Statistical Package for the Social Sciences) program is used to analyze the data obtained from the questionnaires as follows:

3.4.1   Personal data in the first part of the questionnaire was analyzed by using descriptive statistic, frequencies and percentages of the students. The analyzed data is shown in the form of table.

3.4.2   The mean scores and Standard Deviation of each subcategory of motivation are presented in the form of tables.

3.4.3   A Five-Point Likert Scale has been used to rate the respondents' degree of motivation and attitudes towards English language. The criteria for the rating scale are interpreted as following:

Mean Range	Interpretation
3.68-5.00	High degree of Motivation/Attitudes
2.34-3.67	Moderate degree of Motivation/Attitudes
1-2.33	Low degree of Motivation/Attitudes

In Summary, this chapter has discussed the issues of who the subjects are and the sample size as well as describing the instruments that were used to gather the information. Moreover, the data analysis is also explained. In the next chapter, the results of findings obtained by distributing the questionnaires will be presented in the form of tables.