

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology used in the study. It consists of four parts:

1. Subjects of the study
2. Research instruments
3. Data collection
4. Data analysis

1. Subjects of the Study

1.1 The informants of the questionnaires were 82 Matthayomsuksa 4 English language teachers from 52 government secondary schools located in Educational Region II (Pattani, Yala, Narathiwat and Satun Provinces).

1.2 In order to obtain the teachers' profiles of their experiences, their views on the role of grammar and their actual teaching in the classroom, four Matthayomsuksa 4 English language teachers agreed to participate in the observation and the interview. They were from four different schools in Educational Region II: namely, Dechapattanayanukul School, Pattani Province; Khanaradsadornbumrung Yala School, Yala Province; Tanyongmas School, Narathiwat Province; and Satunwittaya School, Satun Province.

2. Research Instruments

There are two main parts in the study: first, a survey of the teachers' learning experiences, their views on the role of grammar and their actual teaching; and second, a case-study of four teachers' profiles on their teaching. To obtain the information, three instruments were used: a questionnaire, an observation checklist and an interview.

2.1 Questionnaire (**Appendix A**)

A questionnaire was designed and mailed to Matthayomsuksa 4 English language teachers to obtain information about their learning experiences, their views on the role of grammar, how they teach grammar and problems in teaching grammar in order to serve the communicative purposes.

The questionnaire was divided into four parts:

2.3.1 informants' general information

2.3.2 informants' learning experiences

2.3.3 informants' views on the role of grammar and how they taught grammar

2.3.4 problems and limitations in teaching grammar using the communicative approach

2.2 Observation checklist (**Appendix C**)

An observation checklist was designed to investigate how the participants actually teach grammar and what kinds of activities they conduct in the classroom.

2.3 Interview (**Appendix D**)

Open-ended questions for the interview were listed to obtain in-depth information about the participants' views on the role of grammar and problems or limitations in teaching grammar in order to serve the communicative purposes. The interview was conducted with four Matthayomsuksa 4 English language teachers participating in the study in addition to the observation of their teaching in class.

3. Data Collection

3.1 The questionnaire was tested with 15 Matthayomsuksa 4 English language teachers from Khanaradsadornbumrung Yala School, Yala Province and Satree Yala School, Yala Province in order to see whether there were any problems in answering the questions. Then, the questionnaire was revised and changed where necessary.

After that, copies of the questionnaire were mailed to 90 Matthayomsuksa 4 English language teachers in Educational Region II. The informants were asked to return the questionnaires to the researcher by mail. 82 questionnaires, 91.11%, were returned to the researcher.

3.2 To obtain information for the teachers' profiles, data on the four teachers participating in the study were collected by using the observation checklist and the interview in addition to the questionnaire.

To begin with, the observation checklist was designed and tried out with one Matthayomsuksa 4 English classroom at Khanaradsadornbumrung Yala School, Yala province. Then, it was revised and modified where necessary. Due to time limitation, each participant was observed on only one particular teaching topic, which took two to four class periods. After the observation, the interview was conducted and recorded. After all the information was collected, it was analyzed.

4. Data Analysis

The analysis of the information on the informants' learning experiences, their views on the role of grammar and their actual teaching is divided into two main parts: the analysis of the questionnaire on "An Investigation of English Grammar Teaching in Government Secondary Schools in Educational Region II" and the analysis of the teachers' profiles obtained from the questionnaire, the observation and the interview.

4.1 Analysis of the Questionnaire on "An Investigation of English Grammar Teaching in Government Secondary Schools in Educational Region II"

4.1.1 General Information

To present teachers' background information, the first part of the questionnaire was calculated in terms of a percentage of the frequency.

4.1.2 Informants' Learning Experiences

To elicit the teachers' learning experiences in Part 2, the teachers were asked to rate the scale of occurrence frequency for each teaching activity in the questionnaire. The teachers' responses were coded and calculated as a percentage of the frequency, mean scores and standard deviations. The statements represent either of two main teaching approaches: the traditional approach (Items 1, 2, 3, 5, 6, 7, 8, and 10) and the communicative approach (Items 4, 9, 11, 12, 13, and 14).

In addition, one-sample t-test was used to analyze if the mean scores of the traditional and the communicative groups of statements were significantly different from each other. The data were computed by SPSS/PC+.

4.1.3 Informants' Views on English Teaching and Learning Using the Communicative Approach

To obtain the teachers' views on the communicative language teaching, the informants were asked to select the statements (could choose more than one) provided in the questionnaire in Part 3, that represented their understanding of communicative language teaching. In addition, they were asked to rank the importance of the students' aim in learning English and the importance of language components used in communication.

The teachers' responses were calculated as a percentage of the frequency. In addition, both mean scores and standard deviations were calculated in order to rank the importance of the students' aims of learning English and the importance of the components used in communication.

4.1.4 Informants' Views on the Role of Grammar

To investigate the teachers' views on the role of grammar, the informants were asked to rate their level of agreement with two main groups of statements presented in number 7 in Part 3: the traditional view (Items 1, 2, and 3) and the

communicative view (Items 4, 5, 6, 7, and 8). The information was analyzed quantitatively in terms of a percentage of the frequency and mean scores.

In addition, a one-sample t-test was used to analyze if the mean scores of the traditional and the communicative groups of statements were significantly different from each other. The data were computed by SPSS/PC+.

4.1.5 Grammar Teaching and Activities Used in the Classroom

To find out how the teachers teach grammar in the classroom, the informants were asked to rate the scale of occurrence frequency of each teaching activity presented in number 8 in Part 3. The statements represent the traditional teaching approach (Items 1, 2, 3, 5, 6, 7, 8, and 10) and the communicative teaching approach (Items 4, 9, 11, 12, 13, and 14). The teachers' responses were coded and calculated as a percentage of the frequency and mean scores of each group.

It is noted that all the mean scores obtained in 4.1.2, 4.1.4 and 4.1.5 were interpreted according to the following interpretation:

| | | |
|-----------|---|------------|
| < 1.50 | = | rarely |
| 1.51-2.50 | = | not often |
| 2.51-3.50 | = | sometimes |
| 3.51-4.50 | = | often |
| 4.51-5.00 | = | very often |

(Best. John W.. 1970:90)

In addition, a one-sample t-test was used to analyze if the mean scores of the traditional and communicative groups of statements were significantly different from each other. The data were computed by SPSS/PC+.

4.1.6 Relationship between Informants' Learning Experiences, Their Views on the Role of Grammar and Their Actual Teaching

To determine the level of congruence between the teachers' learning experiences, their views on the role of grammar, and their actual teaching, correlation coefficients were calculated. The rating of the teachers' responses were scored as follows.

The items representing the traditional teaching approach were scored inversely from the items representing the communicative teaching approach. That is, those representing the traditional teaching approach were scored 1 for "very often" or "strongly agree", while the items representing the communicative teaching approach were scored 5 for "very often" or "strongly agree". The total scores presented the tendency of the teaching approach: the higher the scores, the greater tendency towards the communicative teaching approach.

In addition, each pair of teaching activities surveyed in the teachers' learning experiences and their actual teaching was also calculated in terms of a correlation coefficient using SPSS/PC+ in order to see any congruence between the teachers' learning experiences and their actual teaching.

The correlation coefficients were interpreted as follows:

| | | |
|-----------------------------|---|---|
| .00 to .30 (.00 to -.30) | = | Little if any correlation |
| .30 to .50 (-.30 to -.50) | = | Low positive (negative) correlation |
| .50 to .70 (-.50 to -.70) | = | Moderate positive (negative) correlation |
| .70 to .90 (-.70 to -.90) | = | High positive (negative) correlation |
| .90 to 1.00 (-.90 to -1.00) | = | Very high positive (negative) correlation |

(Hinkle, Wiersma and Jurs, 1994:119)

4.1.7 Problems and Limitations in Teaching Grammar Using the Communicative Approach

The teachers' responses in Part 4, which were about problems and limitations in teaching grammar using the communicative approach, were calculated as a percentage of the frequency and summarized.

4.2 Analysis of the Teachers' Profiles

The teachers' profiles presented insights into the participants' views on the role of grammar, an influence of their experiences on their teaching, their actual grammar teaching in the classroom as well as their teaching problems. The data obtained from the observation and the interview presented a picture of what really happened in the classroom in addition to the data from the questionnaire.

Apart from the quantitative analysis of the questionnaire in 4.1, the in-depth interview was analyzed qualitatively together with the qualitative data summarized from the classroom observation. The analysis of the teachers' profiles is presented in Chapter 5.