# CHAPTER III

# METHODOLOGY

Chapter Three explains the procedures for collecting relevant data. It includes information from respondents; the construction, development, distribution and collection of the questionnaires; the analysis of data and statistical procedure; and the validity and reliability of the study.

It was the purpose of this study to identify Naresuan University M.B.A. students' needs of English for their academic purposes. The method employed was a survey, using self-administered and mailed questionnaires.

## Subjects

According to Richterich and Chancerel's definition, it is necessary to obtain information from a variety of sources, they are

1. Second-year M.B.A. students.
2. Lecturers taught in the M.B.A. program.

Hence, subjects of this study were divided in two groups. Group one consisted of eighty-one second-year M.B.A. students of Naresuan University in the academic year 1998. Group two was made up of seventeen lecturers who taught M.B.A. courses at Naresuan University in the academic year 1998.

The researcher restricted this inquiry to the second-year M.B.A. students of Naresuan University because the students used English for their academic studies to a great extent. According to the preliminary study of the present research it was found that they used the English language in order to read textbooks and articles in most subjects and to write Idependent Study (IS) abstracts in English. Moreover, this group of students had already studied English courses and the subjects at the graduate level for a year and had gone through a lot of academic experience in the M.B.A. program. Therefore, they were assumed to have realized what aspects of English language were needed for their studies, the extent of English language problems in their studies and their wants for the courses of English.

Besides students, lecturers were another source to specify students' needs. This is because they had experience in teaching in the M.B.A. program and assigned tasks to their students, so these lecturers may be able to be aware of students' language needs and realize the extent of their students' English language needs. Accordingly, they can verify and validate the extent of English language needs of their students. Moreover, it was not reasonable to ask these lecturers to give opinions on their students' English language problems and wants the English courses. Although the English lecturers may know their students' English language problems but most lecturers taught other subjects in the M.B.A. program, therefore, they did not know their students' actual English language problems and wants.

Subjects covered by these lecturers were as follows:

1. English for Business
2. Organizational Behavior and Management
3. Managerial Accounting
4. Marketing Management
5. Managerial Economics
6. Strategic Management
7. International Business
8. Human Resource Management
9. Business Research Methodology
10. Financial Management
11. Quantitative Analysis
12. Business Research Methodology
13. Management Information System
14. Conversation and Discussion

Lecturers of Business Law, Basic Chinese for Business, Basic Japanese for Business and Basic Burmese for Business were not included in this study because English was not used in their subjects

**Preliminary Study**

To obtain information relevant to the study, the researcher surveyed relevant related research and literature and then eleven students were interviewed about using English for their studies, with the focus on English language needs, problems and wants the English courses.

**Construction and Development of the Questionnaires**

The information from the relevant literature and the preliminary of the study was used as a guideline in constructing the initial questionnaires. One questionnaire was constructed for the students and the other for lecturers. Later, two draft questionnaires were edited by five experts. The final revision of questionnaires was also based on the suggestions and assistance of the thesis advisor.

**The Questionnaires**

The researcher constructed two sets of questionnaires and each question included in the questionnaires was designed in relation to the purpose of the present study. It was written in Thai so that the respondents would be able to understand the intended message better. Copies of the questionnaires used in this study were reproduced in APPENDIX A.

The questionnaires consisted of three sections as follows:

1. Part I of both questionnaires investigated the extent of the students' academic English language needs in the four skills and a variety of English activities respectively.

In this part, students and lectures were asked to rate the needs for academic English on a scale of 1-5 as follows:

5 = very extensive need

4 = extensive need

3 = moderate need

2 = low need

1 = very low need

2. Part II explored the extent of students' English language problems.

In this part, students were asked to rate the degree of problem in accordance with the following criteria:

5 = highest degree

4 = high degree

3 = medium degree

2 = low degree

1 = lowest degree

3. Part III surveyed the types of English course do the students want.

In this part, students were asked to rate the extent of students' wants in each item as follows:

5 = very great want

4 = great want

3 = moderate

2 = low want

1 = very low want

**Administration of the Final Questionnaires and Collection of Data**

The questionnaires were distributed to the subjects directly by the researcher during the second semester of the academic year1999. In other case, some lecturers were distributed in a package by mail, which contained:

1. A questionnaire

2. Letter from the thesis advisor to the Dean of Naresuan University Graduate School requesting the distribution and collection of the questionnaires.

3. Letter from the researcher explaining the aims and significance of the study and requesting the subjects' cooperation in completing the questionnaires.

    4.    An addressed and stamped envelop for returning the completed questionnaire to the researcher.

    Eighty sets of questionnaires were distributed directly to the students and the number returned was sixty or 74.07%. Seventeen questionnaires were sent to the lecturers and fifteen were sent back to the researcher (88.23%).

## Data Analysis and Statistical Devices

    The data obtained from the completed questionnaires was processed, computed, interpreted, categorized, tabulated and analyzed by means of the Statistical Package for Social Sciences (SPSS for Windows 7.5).

    The following statistical procedures were employed in the study:

1.   <u>The Likert Scale</u>

    The Likert Scale was used to determine the extent of students' needs for academic English, the degree of language problems in their studies and the extent of wants in the course of English. The scoring scale was:

a.   the extent of needs in using English for academic purposes

    5    = very extensive need

    4    = extensive need

    3    = moderate need

    2    = low need

    1    = very low need

Mean scores obtained from this scale were then put on the following ranges:

    5.00-4.50    = very extensive need

    4.49-3.50    = extensive need

    3.49-2.50    = moderate need

    2.49-1.50    = low need

    1.49-1.00    = very low need

b. the extent of problems

    5  = highest degree

    4  = high degree

    3  = medium degree

    2  = low degree

    1  = lowest degree

Mean scores obtained from this scale were then put on the following ranges:

  5.00-4.50 = highest degree

  4.49-3.50 = high degree

  3.49-2.50 = medium degree

  2.49-1.50 = low degree

  1.49-1.00 = lowest degree

c. the extent of wants

    5  = very great want

    4  = great want

    3  = moderate want

    2  = low want

    1  = very low want

Mean scores obtained from this scale were then put on the following ranges:

  5.00-4.50 = very great want

  4.49-3.50 = great want

  3.49-2.50 = moderate want

  2.49-1.50 = low want

  1.49-1.0 = very low want

2.  <u>Arithmetic Mean</u>

The arithmetic mean was used to provide the average levels of the students' needs, problems and wants.

### 3. Weighted Scores

A specific weight, as exemplified below, was assigned for each specific rank, that is, the first rank was the highest weight and the last rank was the lowest weight).

| Rank | Weighted Scores |
|------|-----------------|
| 1 | 4 |
| 2 | 3 |
| 3 | 2 |
| 4 | 1 |

The total Weighted Scores were defined as the summation of Weighted scores received from each response. Then the Weighted Scores of each skill was used to rank first, second, third, and fourth respectively.

### 4. The Alpha Coefficient

The Alpha Coefficient was employed to ascertain the reliability of the responses for the items which used the Likert Scale and Weighted scores.

## Validity and Reliability of the Questionnaires

Every effort was made to ascertain the content validity of the questionnaires. Face validity was the justification for relying on self-administered questionnaires since all questions were directed to the content of this study.

To ensure the validity of the questionnaires used in this study, the researcher developed questionnaires in accordance with the literature and research reviewed. The draft questionnaires were modified and revised according to advice from the thesis advisor and the experts in the field. The comments and suggestions of the thesis advisor and the experts on the questions' ambiguity contributed to the development of the final questionnaires for the main study. It was therefore reasonable to claim the content validity of the research instrument.

To ascertain the internal reliability of the questionnaires used in this study, the Alpha Reliability Coefficients were calculated for the items, which used the Likert

Scale and Weighted Scores. The Alpha reliability coefficient of the questionnaire of the students was 0.872 and the lecturers was 0.873