

CHAPTER III

METHODOLOGY

This study aims to investigate English teachers' background knowledge and understanding of the cultural contents in Compass 1. This chapter describes the procedures and methodology employed in the study. The information is presented in five sections: population and design, construction of the instrumentation, validity of the test, collection of data, and treatment of the data.

Population and Design

Population

The subjects of this study were the English teachers who have taught in expanding secondary schools under the jurisdiction of the Office of Phitsanulok Provincial Primary Education, and have used Compass 1 as the textbook. The total population was 46 English teachers who were teaching in Mathayomsuksa 1 (grade 7) in the academic year 1999. The names of the schools used in this study can be found in Appendix A.

Preliminary Study

Prior to construction of the test, the investigator:

- surveyed the relevant literature and related research on cultural content.
- constructed a cultural content test for this research.
- the experts supervised the draft test for which a pilot study was then conducted.

Pilot Study

To ensure the satisfactory quality and the reliability of the cultural content test, the investigator tried out the test in a pilot study. The test was administered to 10 English teachers who teach in expanding secondary schools under the jurisdiction of

the Office of Pichit Provincial Primary Education and used Compass 1 as the textbook.

Construction of the Instrumentation

The instruments used in this study consisted of a cultural content test. The test was specifically designed in accordance with the purpose of the study. In constructing the test, the investigator went through the following steps:

First, the researcher studied the cultural contents, which should be taught in the classroom from many linguists, such as Brooks (1964: 90-95), Chastain (1971: 389-392), and Finocchiaro and Bonomo (1973: 60-63) etc. In summary, the mentioned linguists proposed the same 17 categories of the cultural contents.

Second, the researcher investigated the cultural contents in Compass 1 to collect data which is concerned with the 17 categories mentioned above and found that there are 10 categories. Those categories are about names of people, sports, music, food and drinks, places associated with food and drinks, education, travel and transport, buildings and places, mass media, and others.

Third, the researcher studied the meanings of the cultural contents from Longman Dictionary of English Language and Culture (Longman, 1992), Lexicon of Contemporary English (McArthur, Tom, 1981), etc. to construct the multiple choices in the test. The phrases or words to be investigated were typed in bold and in English, but the four multiple choices were typed in Thai for better understanding the intended message.

Then, a search was conducted for a way to evaluate how much the teachers understand the cultural contents in the textbook. Based on this, a test was designed.

Validity of the Test

The test, then, were submitted to the advisor and experts to check for face validity, content validity and clarification. The advisor and experts are as follows:

1. Advisor: An English professor in the Humanities and Social Sciences Faculty, Naresuan University, Phitsanulok.

2. Experts: -Two Thai professors in the Humanities and Social Sciences Faculty, Naresuan University, Phitsanulok.

-The teachers in Phisanulok Lower secondary schools:

- A teacher of Phitsanuloksuksa School
- Two teachers of Chalermkwanstree School
- A teacher of Phitsanulokphittayakom School

After that, the test was re-checked and revised, based on suggestions from the experts. Then, the test was used with the population. A copy of the test used in this study is reproduced in Appendix B.

Collection of Data

Administration of the Test

The investigator cooperated with the Office of Phitsanulok Provincial Primary Education, and Augsornchalermtat Co., Limited; the publisher and distributor for Compass 1, managed the seminar for 46 English teachers who teach in expanding secondary schools under the jurisdiction of the Office of Phitsanulok Provincial Primary Education, and use Compass 1 as the textbook.

In the seminar, the researcher explained to the participants that the results of the test will be presented overall and not specific anyone. The English teachers participating in the seminar felt free to answer honestly to all questions in the test.

Analysis of Data and Statistical Devices

Data from the answer sheets were computed and analyzed by using the Statistical Package for Social Sciences (SPSS).

The following devices were employed in the present study.

1. Arithmetic mean and standard deviation were used to show the average levels of the English teachers' background knowledge and understanding of the cultural contents in Compass 1.

2. Percentage was used to determine the level of the English teachers' background knowledge and understanding of the cultural contents in Compass 1.

The meaning of each level is: more than 80–100 % means teachers have knowledge and understanding of the word or phrase, and lower than 80% indicates that the teachers do not have adequate knowledge or understanding of the word or phrase.

