CHAPTER 3

METHODOLOGY

This Chapter will describe the method used in this study in detail, which includes respondent selection, instruments, procedure of collecting data, the methods of data analysis, syllabus design and materials development.

3.1 Respondents

The respondents used in this study consisted of two groups of people: twenty English majors who graduated from GUN and who are presently working in an international business context; thirty third-year English majors who are presently studying in GUN. The English major graduates were used for target needs analysis. The selection of this group of respondents was based on the following guidelines: (1) Minimum 3 years of working experience in an international business context, (2) In non-managerial position, and (3) From different companies or industries.

Thirty third-year English majors who are presently studying in Guangxi University for Nationals were randomly selected as the respondents for the learning needs. The third-year students were particularly selected as respondents because they were in the appropriate school year to learn Business English. According to the GUN's curriculum, first-year and second-year English majors mainly study fundamental general English courses in order to lay a good foundation for further study. ESP courses can only be offered to third-year and fourth-year students. The number of the samples was set at 30 because this number represents 50% of the total

population of third-year English majors. In addition, this researcher believes that an ESP class, which focuses on language practice, should not be over 30 students.

3.2 Instruments

The instruments used for this study were two sets of questionnaires designed by this researcher for the purpose of needs analysis.

Business English Needs Questionnaire was given to the twenty graduate GUN English majors who are now working in an international business context. The questionnaire included two parts. Part One secured the respondents' background information regarding gender, age, EFL background, length of working, job specification and companies.

Part Two identified the respondents' current needs for and use of English in their daily work. The result of this part of the questionnaire was used to determine the contents of the course. This part of the questionnaire contained a classification of business function in English under the four language skills: listening, speaking, reading, and writing. The majority of the questions were close-ended. These were used to obtain fixed responses from the respondents. Some open-ended questions were also included so that students' opinion and suggestions could be taken into consideration. The Likert-scale was employed to find out how often is a particular business function in English used in the daily work of the respondents. The rating scale is specified as follows .

5 = Very Often

4 = Often

3 = Occasionally

2 = A little

1 = Rarely

The Teaching Methodology Preference Questionnaire was distributed to thirty third-year English majors who are presently studying in GUN. The questionnaire consisted of two parts. Part One elicited the respondents' background including gender, age, EFL background and previous exposure to Business English.

Part Two assessed the respondents' learning needs in terms of their preferred classroom activities, teaching aids and evaluation formats. The result of this part of the questionnaire was used for determine the teaching methodologies that the proposed syllabus proposes. This part of questionnaire consists of multiple choice questions. Open-ended questions were also used to elicit suggestions from the respondents. The five points Likert scale was used for questions regarding teaching methods preference are as follows:

5 = Strongly Agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

3.3 Procedure of Collecting Data

The data collecting of this study was carried out by using two sets of questionnaire; the procedures are as follows:

3.3.1 Questionnaire Construction

1. Studied relevant documents, and research literature.

2. Interviewed three students who have graduated from Gangxi University for Nationals, and who are presently working in an international business context. The interview with those students obtained information about the usage of English in their daily works.

3. Interviewed three third-year English majors who are presently studying in Guangxi University for Nationals, getting information regarding their preferred classroom activities, teaching aids and evaluation modes. All interviews, including those in Step 2 are structured interview.

4. Constructed the questionnaires based on the information obtained from both literature and interviews.

5. Asked the opinions of two experienced business teachers to ensure that business terminology and concepts mentioned in the questionnaire used appropriately.

6. Pre-tested the constructed Business English Needs Questionnaire with three graduate GUN English majors who are presently working in an international business context, and the Teaching Methodology Preference Questionnaire with three third-year English Majors who are presently studying in GUN. The purpose of pre-testing was to examine whether all statements, questions and instructions

on the questionnaires are clearly comprehensible for the respondents in the main study.

7. Revised the questionnaires according to the comments from the pre-test participants. (Note: All interviewees and pre-test participants did not take part in the main study).

3.3.2 Questionnaire Administration

Before conducting the Teaching Methodology Preference Questionnaire, a letter from the Head of TEFL Department, Graduate School, Payap University was given to the Dean of the Foreign Language Department, Guangxi University for Nationals for asking permission for the writer to distribute the questionnaires to target respondents. The questionnaire was administered in class in a limited time (20 minutes) to standardize the amount of time spent in filling out the questionnaire.

As for Administering the Business English Needs Questionnaire, an initial contact was made by telephone or by an enquiry letter to invite respondents to take part in the project. The questionnaire was then mailed to them. The respondents were asked to send the completed questionnaire back to the writer once they had finished filling out the questionnaire.

3.4 Data Analysis

The completed questionnaires were subsequently analyzed. The respondents' responses were processed for interpretation. In order to understand the data, descriptive statistics such as frequency, percentage, arithmetic mean (x) were used.

The Likert-scale was also used to determine the level of necessity in using business function in English and the level of preference for teaching methodologies in the questionnaires. The mean levels of the score of statements regarding Business English needs are as follows:

Level	Descriptive Value	Mean Range
5	Very Often	4.50-5.00
4	Often	3.50-4.49
3	Occasionally	2.50-3.49
2	A Little	1.50-2.49
1	Rarely	1.00-1.49

The mean levels of the scores of statements concerning the respondents' preference teaching methodology are presented below:

Level	Descriptive Value	Mean Range
5	Strongly Agree	4.50-5.00
4	Agree	3.50-4.49
3	Undecided	2.50-3.49
2	Disagree	1.50-2.49
1	Strongly Disagree	1.00-1.49

Arithmetic mean was used to indicate the average level of Business English needs of twenty graduate GUN English majors who are presently working in an international business context, and the average level of preferred teaching

methodologies of the thirty third-year English majors who are presently studying in GUN.

Frequency distribution and percentages were used to calculate the demographic data, ESL background, occupational background as well as suggestions in the open-ended parts of the two questionnaires.

3.5 Syllabus Design

Based on the results of the needs analysis, a syllabus was designed which includes the following contents: title of the course, course description, course objectives, course contents, teaching methods, and course evaluation. The proposed syllabus is presented in the recommendation section of Chapter 5 (See pp. 57-64).

3.6 Material Recommendation

Based on the results of the needs analysis, materials, specific instructional materials, will be recommended from commercial textbooks, authentic materials, and materials accessed from the Internet.

3.7 Organization and Presentation of the Study

The result of the study is presented in five chapters as follows:

Chapter 1. Introduction

Chapter 2. Review of Literature

Chapter 3. Methodology

Chapter 4. Data Analysis

Chapter 5. Discussion, Conclusion, and Recommendations.