CHAPTER 4

THE ANALYSIS OF DATA

The data presented in this chapter were gathered through the use of two questionnaires, which included the Business English Needs Questionnaire and the Teaching Methodology Preference Questionnaire. The presentation of the data is divided into two parts: (1) the results of the Business English Needs Questionnaire, and (2) the results of the Teaching Methodology Preference Questionnaire.

4.1 The Results of the Business English Needs Questionnaire

The Business English Needs Questionnaire was completed by the selected twenty respondents who graduated from GUN and who are presently working in international businesses. The questionnaire included two main sections: (1) Background of respondents, and (2) Business English needs in your [one's] daily work.

4.1.1 Results Regarding Respondents' Background

All twenty respondents sent back their questionnaires with completed responses. Seven of the respondents were females and thirteen were males. The average age of the respondents was twenty- seven: five of them were 26, ten were 27, two were 20, and three were 30, as shown in Table 1 (p.29).

Table 1: Respondents' Age

Age	Frequency (N=20)	percentage
26	5	25%
27	10	50%
28	2	10%
30	3	15%

All the respondents have learned English for at least ten years. Ten have studied

English for 10 years; six have studied English for 13 years; and four have studied

English for 15 years, as shown in Table 2 below:

Table 2: Respondents' Years of Learning English

Years of Studying English	Frequency (N=20)	Percentage
10 years	10	50%
13 years	6	30%
15 years	4	20%

All respondents have worked in an international business for at least three years.

Eleven respondents indicated that they have worked in an international business for

five years. Five responded that they have worked in an international business for four

years, and the others have worked for three years, as shown in Table 3 below:

Table 3: Respondents' Number of Working Years

Length of time Working	Frequency (N=20)	Percentage
5 years	11	55%
4years	5	25%
3years	4	20%

In terms of job specification or work areas, the respondents worked in different categories: four were secretaries; four were import-export personnel; four were human resource personnel; four were foreign exchange personnel and four were administrative officers, as shown in Table 4 below:

Table 4: Respondents' Job Specification

Job specification	Frequency (N=20)	Percentage
Secretaries	4	20%
Import-export personnel	4	20%
Human resource personnel	4	20%
Foreign exchange dealer	4	20%
Administrative officer	4	20%

The twenty respondents came from different types of companies: five from import-export companies, five from joint-venture companies, five from banks, five from subsidiaries of foreign companies, as shown in Table 5 below:

Table 5: Business in Which Respondents Work

Company	Frequency (N=20)	Percentage
Import-export company	5	25%
Joint-venture factory	5	25%
Bank	5	25%
Subsidiary of foreign company	5	25%

4.1.2 Results Regarding Business English Needs in the Respondents' Daily Work

In this section of the questionnaire, the language needs are divided into three types of language skills: (1) Listening and Speaking, (2) Reading, and (3) Writing.

Listening and Speaking

There are twenty-five items (25) in the section of Listening and Speaking. Items 1, 2, and 3 were used to assess the respondents' use of English listening and speaking skills in meeting people and talking about companies. As the statistics in Table 6 below show, the respondents rated these three skills as "often used" in their daily work. The average scores of these three skills are: 3.95 for "Introducing a company," 3.75 for "Describing jobs," 3.70 for "Describing responsibilities."

Table 6: Use of Listening and Speaking Skills in Meeting People and Talking about Companies

Item	Mean Weight	Interpretation
1: Introducing a company	3.95	Often
2: Describing jobs	3.75	Often
3: Describing responsibilities	3.70	Often

The information obtained from item four to item six (4-6) was used to determine the respondents' use of English listening and speaking skills in job applications and interviews. As the data in Table 7 (p.32) shows there are three items in the respondents' daily work which were rated "often used". The average scores in

the three listening and speaking skills are: 3.50 for " Asking an interviewee's

educational background, personal background, work experience, and the like," 4.05

for " Asking an interviewee for further information," and 3.65 for " Raising questions

to the interviewers about company fringe benefits, holidays, and the like."

Table 7: Use of English Listening and Speaking Skills in Job Applications and Interviews

Item	Mean Weight	Interpretation
4: Asking an interviewee's educational background, personal background, work experience, and the like.	3.50	Often
5: Asking an interviewee for further information	4.05	Often
6: Raising questions to the interviewers about company fringe benefits, holidays, and the like.	3.65	Often

Items seven to twelve (7-12) were used to assess the respondents' use of English

listening and speaking skills during meetings. Based on the statistics in Table 8

(p. 33), the skills needed most were "Explaining terms, giving opinions " (x=4.50)

and " Expressing agreement or disagreement" (x=4.50). The skill needed the least was

" Nominating a topic for discussion" (x=2.85). The skills rated "often used" were

"Asking for explanations" (x= 3.70), "Summarizing, restating, or rephrasing"

(x=3.70) and "Making suggestions" (x=3.50).

Table 8: Use of Listening and Speaking Skills During Meeting

Item	Mean Weight	Interpretation
7: Nominating a topic for discussion	2.85	Occasionally
8: Asking for explanations	3.70	Often
9: Explaining terms, giving opinions	4.50	Very Often
10: Expressing agreement or disagreement in meetings	4.50	Very Often
11: Summarizing, restating, or rephrasing	3.70	Often
12: Making suggestions	3.50	Often

The information obtained from items thirteen to sixteen (13-16) was used to determine the respondents' use of English listening and speaking skills in telephoning. As can be seen from Table.9 below, all three items in this area were rated "often used" in the respondents' daily work. "Taking and leaving phone message" (x=4.05) ranks the highest, closely followed by "Making appointment over a phone" (x=3.94) and "Starting the phone " (x=3.92). " Placing an order over a phone" (x=3.50) was ranked the least needed listening and speaking skill in this area.

Table .9: Use of English Listening and Speaking Skills in Telephoning

Item	Mean Weight	Interpretation
13: Starting a phone	3.92	Often
14: Taking and leaving messages	4.05	Often
15: Placing an order over a phone	3.50	Often
16: Making appointments over a phone	3.94	Often

With regards to the use of English listening and speaking in the area of socializing for business purposes, five items, namely items seventeen to twenty-one (17-21), in the questionnaire were used to determine the needs of the respondents. "Dealing with time and schedules" (x=4.50) and " Greeting" (x=4.50) were rated "very often used," while "Making arrangements "(x=3.75) was rated "often used." "Ordering meals and drinks " (x=3.00) and "Asking about price " were rated "used occasionally" (x= 3.15), as shown in Table 10 below:

Table 10: Use of English Listening and Speaking Skills in Socializing for Business Purposes

Item	Mean Weight	Interpretation
17: Making arrangements	3.75	Often
18: Ordering meals or drinks	3.00	Occasionally
19: Asking about prices	3.15	Occasionally
20: Dealing with times and schedules	4.50	Very Often
21: Greeting	4.50	Very Often

The information obtained from items twenty-two to twenty-five (21-22) was used to determine respondents' use of English listening and speaking skills in marketing, sales, and advertising. "Presenting a Product to a prospective buyer /customer" (x=4.50) was rated "very often used." "Expressing or answering a complaint in negotiation" (x=3.55), "Discussing payment" (x=3.85) and "Expressing approval /disapproval in negotiation" (x= 3.65) were rated "often used," as shown in Table 11 (p. 35).

Table 11: Use of English Listening and Speaking Skills in Marketing, Sales, and Advertising

Item	Mean Weight	Interpretation
22: Expressing or answering a complaint in negotiation	3.55	Often
23: Discussing payment	3.85	Often
24: Presenting a product to a prospective buyer/customer	4.50	Very Often
25: Expressing approval/ disapproval in negotiation	3.65	Often

In addition to the skills listed in the questionnaire, the respondents identified four skills they needed at work. Eleven of them (55%) responded that they needed skills in " asking questions about a foreign company" and " Introducing a division or a department" while interacting with foreign business people. Thirteen of them (65%) responded that they needed skills in "describing food" to their foreign colleagues or customers while eating with them. Fifteen respondents (75%) indicated that they needed social chatting (small talk) with foreign business people, as can be seen in Table 12 below:

Table 12: Additional English Listening and Speaking Skills

Skill Area	Frequency*	Percentage
Asking questions about foreign companies	11	55%
Introducing about a division or a department	11	55%
Describing food	13	65%
Social chatting	15	75%

* The frequency numbers do not total only 20 since comments are given as open responses. The respondents may give more than one suggestion.

Reading

There are thirteen (13) items listed in the questionnaire used to assess the English reading skills which the respondents use in their work. Reading "Faxes" (x=4,50) and "Memos" (x= 4.55) were rated "very often used" in the respondents' work, as can be seen in Table 13 below:

Table13: Very Often Used English Reading Skills

Item	Mean Weight	Interpretation
27: Faxes	4.50	Very Often
29: Memos	4.55	Very Often

Ten items (10) were rated "often used" in the respondents' work as shown in Table 14 below. The average scores of these items are: 3.75 for "Sales letters," 3.60 in "Company profiles," 3.80 for "Business plan," 3.55 for "Company structure descriptions," 4.00 for " Classified advertisements," 3.65 for ""Business reports," 3.50 for "Contracts," 3.75 for " Job application letters," 3.80 for "Resumes," and 4.00 for "Product descriptions."

Table 14: Often Used English Reading Skills

Item	Mean Weight	Interpretation
28: Sales letters	3.75	Often
30: Company profiles	3.60	Often
31: Business plan	3.80	Often
32: Company structure descriptions	3.55	Often
33: Classified advertisements	4.00	Often
34: Business reports	3.65	Often
35: Contracts	3.50	Often
36: Job application letters	3.75	Often
37: Resumes	3.80	Often
38: Product descriptions	4.00	Often

One reading skill listed in the questionnaire, "Telexes" (x=3.00), was rated "used occasionally."

There were also three reading skills that were not listed in the questionnaire but the respondents indicated that such skills were needed in their work. Seventeen (85%) respondents indicated that they needed to read English job application forms. Twelve of them (60%) responded that they needed to read English menus. Ten (50%) respondents indicated that they needed to read English E-commerce in the Internet.

Table 15: Additional English Reading Skills Needed By the Respondents

Skill Area	Frequency*	Percentage
Job application forms	17	85%
Menus	12	60%
E-commerce	10	50%

*The frequency numbers do not total only 20 since comments are given as open responses. Respondents may give more that one suggestion.

Writing

There are seventeen (17) writing skills listed in the questionnaire. Based on the responses, writing "Meeting agendas, minutes" (x=4.54), and "Memos" (x=4.60) were rated "very often" use in the respondents' daily work as indicated in Table 16 below:

Table 16: Very Often Used English Writing Skills

Item	Mean Weight	Interpretation
44: Meeting agendas, minutes	4.54	Very Often
50: Memos	4.60	Very Often

The majority of the writing skills, fourteen items (82%), were rated "often used" in the respondents' work. The average scores of these items are: 4.05 for "Faxes," 3.60 for "Job application letters," 3.65 for "Resumes," 3.70 for "Letters of offering or denying a job," 3.95 in "Sales letters," 3.60 in "Letters of inquiry and requests," 3.70 for "Letters of placing an order or acknowledging an order," 3.65 for "claim and adjustment letters," 3.80 for "Advertisement for the company." 3.70 for "Letters of confirming a phone call," 3.85 for "Business reports." 3.55 in " Product descriptions," 3.75 for "Telephone messages," and 3.8 for "Personal profiles," as shown in Table 17 below:

Table 17: Often Used English Writing Skills

Item	Mean	Interpretation
40: Faxes	4.05	Often
41: Job application letters	3.60	Often
42: Resumes	3.65	Often
43: Letters of offering or denying a job	3.70	Often
45: Sales letters	3.95	Often
46: Letters of inquiry and requests	3.60	Often
47: Letters of placing or acknowledging an order	3.70	Often
48: Claim and adjustment letters	3.65	Often
49: Advertisements for the company	3.80	Often
51: Letters of confirming a phone call	3.70	Often
52: Business reports	3.85	Often
53: Product descriptions	3.55	Often
54: Telephone messages	3.75	Often
55: Personal profiles	3.80	Often

One writing skill, Telexes (x=2.87), was rated "used occasionally" in the respondents' work.

There were four writing skills not listed in the questionnaire but were indicated by the respondents that were needed in their work. Ten respondents (50%) indicated that they needed to write English timetables and fill out English job application forms. Eleven (55%) respondents said that they needed to write invitations and greeting cards in their work, as shown in Table 18 below:

Table 18: Additional Writing Skills

Skill Areas	Frequency*	Percentage
Timetable	10	50%
Job application forms	10	50%
Invitation letters, cards	11	55%
Greeting cards	11	55%

*The frequency numbers do not total only 20 since comments are given as open responses. The respondents may give more than one suggestion.

Summary of the results

Of the fifty- five items listed in Business English Needed in Your [One's] Daily Work section of the questionnaire, nine items (16 %) were rated "very often used" in the respondents' daily work. Among them, five are listening skills; two are reading skills; and two are writing skills. Five items, or 9 % of all the items, were rated to be "used occasionally" in the respondents' work: three listening and speaking skills, one reading skill and one writing skill. Forty-one items, or 75 % of all the items were rated "often used" for the respondents' work with the following distribution: 17

listening and speaking skills, 10 reading skills and 14 writing skills. None of the items was indicated to be used "a little" or "rarely," as shown in Table 19 below:

Table 19: Summary of Response to the English Skills listed in the Questionnaire

Descriptive Value	Frequency (N=55)	Percentage	Frequency in language skill		
			Listening and speaking (N=25)	Reading (N=13)	Writing (N=17)
Very Often	9	16 %	5	2	2
Often	41	75%	17	10	14
Occasionally	5	9%	3	1	1
A Little	0				
Rarely	0				

Listening and speaking skills which were rated "very often used" are:

Item 9: "Explaining terms, giving opinions," Item 10: "Expressing agreement or disagreement," Item 20: "Dealing with time and schedules," Item 21: "Greetings," and Item 24: "Presenting a product to a perspective buyer or customer." Reading skills which were rated " very often used" are: Item 27: "Faxes," and Item 29: "Memos." Writing skills were rated "very often used "are: Item 44: "Meeting agendas, minutes," and Item 50: "Memos."

Skills which were rated "used occasionally" are: Item 7: "Nominating a topic for discussion," Item 18: "Ordering meals or drinks," and Item 19: "Asking about price in listening and speaking," Item 26: "Telexes in reading," and Item 49: "Telexes" in writing.

The skills which were not included in the questionnaire but reported to be needed in the respondents' work are: asking questions about foreign companies, introducing a division or a department, describing food, and social chatting in listening and speaking, reading job application forms, menus, and E-commerce, and writing timetables and invitation letters, cards, greeting cards, and filling out job application forms.

4.2 The Result of the Teaching Methodology Preference Questionnaire

The Teaching Methodology Preference Questionnaire was completed by thirty third-year English majors who are presently studying in the Foreign Language Department of GUN. The questionnaire consists of two sections: (1) Background Information, and (2) Teaching Methodology Preference.

4.2.1 Results Regarding Respondents' Background Information

According to the responses to questions one to four (1-4) in the questionnaire, nine (30%) of the 30 respondents are males and twenty-one (70%) are females. All the respondents fall in the 20 to 24 age group. Thirteen respondents have studied English for 9 years. Twelve respondents have studied English for 10 years. Three respondents have studied English for 11 years and two respondents have studied English for 13 years. Twenty-five (83%) of the respondents indicated that they had not studied Business English before while five respondents (17%) indicated that they had studied Business English before.

4.2.2 Results Regarding Teaching Methodology Preference

There are twenty-five items in this section. The items are divided into three categories: teaching methods, materials, and assessment methods.

Teaching Method

Items one to twelve (1-12) were used to investigate the respondents' preferences for classroom activities. According to the responses, in-class student-centered activities like games, conversations, and small-group activities are preferred by the respondents. As can be seen in Table 20 below, items concerning student-centered activities got the highest means. The most popular classroom activity indicated is learning by having conversations in class ($x=4.83$), closely followed by playing games ($x=4.37$) and learning in small groups ($x=4.20$). The respondents also indicated that they agreed that the teacher should give them tasks to work ($x=3.87$) and give them more time to discuss in class ($x=3.80$).

Table 20: Respondents' Preferred Classroom Activities

Item	Mean Weight	Interpretation
1: I like to learn by playing games in class.	4.37	Agree
2: I like to learn by having conversations in class.	4.83	Strongly Agree
3: I like to learn in small groups in class.	4.20	Agree
5: I like the teacher to give us a task to work on.	3.87	Agree
12: the teacher to give use more time to discuss in class.	3.80	Agree

On the other hand, the respondents expressed their dislike for traditional teaching activities in which the teacher dominates the class, as indicated in Table 21 below. The items "I like the teacher to explain everything to us " and "I like the teacher to lecture all the time in class" were given average ratings: 2.10 and 2.33, respectively.

Table21: Classroom Activities Not Preferred by Respondents

Item	Mean Weight	Interpretation
4: I like the teacher to explain everything to us	2.10	Disagree
11: I like the teacher to lecture all the time in class.	2.23	Disagree

As for instructional mediums, the respondents indicated that they agreed to the use of two languages (English and Chinese) in class (x=3.80). Whether the teacher should speak English the whole class time, the respondents could not decide (x=3.33). But they indicated that they liked the teachers to team-teach in class (X=3.80), as can be seen in Table 22 below:

Table 22: Respondents' Attitude towards Teacher's Instructional Mediums

Item	Mean Weight	Interpretation
6: I like the teacher to speak English the whole class time.	3.33	Undecided
7: I like the teacher to use both English and Chinese as the instructional medium in class.	3.80	Agree
10: I like the teachers to team-teach in class.	3.80	Agree

In terms of presenting teaching points, the respondents strongly agreed that the teacher should give some examples for explaining the teaching points (x=4.80). They also agreed that the teacher should review the materials that were presented previously before presenting new materials (x=3.77), as shown in Table 23 below:

Table 23: Respondents' Attitude towards Teachers' Presentation

Item	Mean Weight	Interpretation
8: I like the teacher to review with us relevant, previously presented materials before presenting new materials.	3.77	Agree
9: I like the teacher to give us several examples of the teaching points.	4.80	Strongly Agree

Materials

The findings on the kinds of materials which the respondents prefer the teacher to use in class show that the respondents agreed to use all of the materials listed in the questionnaire. They strongly agreed with the use of visual aids like the overhead projector, video and pictures in class (x=4.53). They also agreed with the use of the rest of the materials listed in the questionnaire. The average scores are: 4.30 for "audio aids like cassettes," 3.90 for "language lab", 4.00 for "computer technology like CD-ROM and the Internet," 4.13 for "newspaper and magazines," and 4.00 for "real documents from companies," as can be seen in Table 24 (p. 45).

Table 24: Respondents' Attitudes towards Teaching Materials

Item	Mean Weight	Interpretation
13: I like the teacher to present teaching points with visual aids like the overhead projector, video and pictures.	4.53	Strongly Agree
14: I like the teacher to present teaching points with radio aids like cassettes and radio.	4.30	Agree
15: I like to use language lab often.	3.90	Agree
16: I like the teacher to use computer technology like CDROM and the Internet in class.	4.00	Agree
17: I like the teacher to use print, like newspaper and magazines, in class.	4.13	Agree
18: I like the teacher to use real documents from companies in class.	4.00	Agree

Assessment Method

Items nineteen to twenty-five (19-25) measure the respondents' attitude towards

assessment methods. For grading, they responded that they agreed that the teacher

should give a participation grade to students who actively participate in class (Item19,

mean = 3.77). The respondents also agreed that the teacher should decrease the

percentage value of midterm and final grades and increase the percentage value of

grades for assignments (Item 25, mean=4.00). However the respondents did not

agree that the teacher should give them short tests periodically

(Item 21, mean=2.38), as shown in Table 25 (p.46).

Table25: Respondents' Attitudes towards Grading

Item	Mean Weight	Interpretation
19: I like the teacher to give a participation grade to students who actively participate in class.	3.77	Agree
25: I like the teacher to decrease the percentage value of midterm and final grades and increase the percentage value of assignment grades.	4.00	Agree
21: I like the teacher to give us short tests periodically.	2.38	Disagree

As for teachers' feedback, the respondents indicated that they needed the teacher's feedback, especially written ones. The data show that the respondents strongly agreed that the teacher should write advice or comments in their work (Item 22, mean=4.53). The respondents still preferred the teacher to mark and correct every mistake in their work (Item 20, mean = 4.36). Comparatively, the means of the two items concerning oral feedback are slightly lower: (Item 23: "I like the teacher to give us oral feedback," mean = 3.70 and Item 24: "I like the teacher to comment on tasks by class after completion," mean = 3.60). However, they are still in agreement with these, as can be seen in Table 26 (p. 47).

Table26: Respondents' Preferred Teacher Feedback

Item	Mean Weight	Interpretation
20: I like the teacher to mark and correct every mistake of my work.	4.36	Agree
22: I like the teacher to write advice or comments in my work.	4.53	Strongly agree
23: I like the teacher to give us oral feedback.	3.70	Agree
24: I like the teacher to comment on tasks in class after completion.	3.60	Agree

In addition, twenty three (73%) of the respondents added that they would like

the teacher to give them assignments periodically and consider the grades of these

assignments as part of the final grade

Summary of the Results

Teaching Methods

The respondents agree to the use of majority of the teaching methods listed in the

questionnaire, which are: playing games, learning in small group, giving students

tasks to work on, using both English and Chinese as the instructional mediums,

reviewing with students relevant, previously presented materials before presenting

new materials, team-teaching, and giving students more time to discuss. The teaching

methods which the respondents strongly agreed to use in class are having

conversations, and teacher giving several examples for the teaching points. The

respondents disagreed to the use of two teaching methods in class, namely:

(1) teacher explaining everything to students, and (2) teacher lecturing all the time. However, the respondents were undecided whether the teacher should speak English the whole class time.

Materials

The respondents either strongly agreed or merely agreed that all the teaching aids listed in the questionnaire should be used in class. They strongly agreed that visual aids, like the overhead projector, video and pictures, should be used in class. They merely agreed to the use of the other materials mentioned in the questionnaire, namely: audio aids, like cassettes and radio, language lab, computer technology, like CDROM and the Internet, print materials, like newspapers and magazines, and real documents from companies.

Assessment Methods

Among all the assessment methods mentioned in the questionnaire, the respondents strongly agreed that teachers should write advice or comment in their work. They also agreed with the following assessment methods: giving a participation grade to students who actively participate in class, marking and correcting every mistake of students' work, giving students oral feedback, commenting on tasks in class after completion, and decreasing the percentage value of midterm and final grades, and increasing the percentage value of assignment grades. However, they disagreed that the teacher should give students short tests periodically. In addition, 73% of the respondents added that they preferred the teacher to give them.

assignments periodically and consider the grades of these assignments as part of the final grade.