CHAPTER III

METHODOLOGY AND PROCEDURES

The researcher used various methodology and procedures in order to investigate English teachers' culture teaching practices, and to examine factors affecting culture teaching. This chapter includes population and samples, research instruments, the data collection process, and data analysis.

Population and Samples

The population in this study was secondary school English teachers in Bangkok.

In "A Case Study of Culture Teaching Practices of Upper Secondary School English Teachers", the researcher used the purposive sampling technique in selecting a public secondary school for this study. This school is referred to as "Sunshine School" throughout the study. Sunshine School was chosen to be a case study because it was excellent in enhancing students English skills, supporting English language and culture learning through its extra curricular activities and projects, providing efficient learning resources, materials, and supporting effective teachers for language teaching. In 2007, Sunshine School received an excellent grade in an external assessment of the Office of National Education Standards and Quality Assessment (Public Organization).

Sunshine School is a well-known secondary school in the Educational Area 1 of Bangkok. The school was founded 90 years ago. It is a large school with 2,350 students in the year 2006. In this school, there are six buildings consisting of a total of 54 classrooms: 24 classrooms were at the lower secondary education level (Grade 7-

9) with 8 classrooms in each level, and 30 classrooms were at the upper secondary education level (Grade 10-12) with 10 classrooms in each level. Table 3 below shows the number of classrooms and students categorized by grade levels.

Table 3

Number of classrooms and students categorized by grade levels in 2006

Grade level	Number of classrooms	Number of students
7	8	357
8	8	382
9	8	352
10	10	401
11	10	431
12	10	427
Total	54	2,350

Additionally, there are 108 teachers in this school. Seventeen teachers are in the foreign language department, and 16 of them are English teachers. Six teachers teach at the lower secondary education level, two teachers teach at the upper secondary education level, and eight teachers teach at both lower and upper secondary education levels.

With regard to the school curriculum, the school has realized the importance of language and culture in foreign language learning. Therefore it states that students should be able to use language for communication appropriately in the target culture, to understand and realize the differences between Thai and the target culture, and to participate in language and cultural activities. Consequently, the target culture is

taught in every English subject. Moreover, the school employs two to three Native speakers to teach English each year, so students can develop the knowledge of English and culture appropriately and effectively in various contexts. Students are also encouraged to learn outside class by seeking knowledge on their own in a self-access learning center and English library of the school. Also, the school promotes students' lifelong learning through a reading project in which students select books regarding their own interest before writing a reflection of their reading. This project won the top rank in the Educational Area 1 in 2003 (A.D. 2546), evaluated by Bangkok Education Service Area Office 1.

In addition, there are several extra curricular activities that provide opportunities for students to use English. For instance, students can join the English Camp and English language field trip which aims at developing students' language learning, promoting language for communication, and enhancing students' good attitudes towards the English language. Also, they can participate in the school's language competitions within and outside school that are aimed at developing students' knowledge and language skills. Additionally, the school does not only focus on students' language knowledge, but the target culture also. For instance, the workshop of western etiquette promotes cultural understanding, and good attitudes towards western culture. Another example is when AFS students of the school return from their exchange program, they talk onstage about their valuable experiences as well as to speak the language of those countries.

Furthermore, the various academic activities help improve students' English. The school invites students to join many activities, such as crosswords, English storytelling, an English handwriting competition, a singing contest, English quizzes, and it also organizes celebrations on Christmas, Mother's day, and other festivals.

Also, the school supports students' learning with various facilities consisting of a multimedia room, a self-assess learning center and English library, and a language laboratory. The school's library was recognized by the Library Organization of Thailand on November 29, 1998 (A.D. 2541) for being an excellent resource center. In these places, there are several language learning materials, such as the Internet, compact discs, language books, games, etc.

Regarding the support for language teaching, language teachers were trained in a school training project, usually held before school begins, aiming at providing teachers with innovations and current teaching trends in language teaching such as student-centered instruction.

Since the school has promoted the English language and culture, and gave the researcher permission and cooperation in the study, three English teachers in the upper secondary level of Sunshine School served as subjects for observation and interview in the research.

According to the school curriculum, the English subjects offered in the upper secondary level are both grammar-based and skill-based with the integration of several culture contents. However, Grade 12 English subjects focus on preparing students for the national entrance examination. Therefore, the samples for this study are teachers teaching in Grade 10 and Grade 11.

Regarding Grade 10 and Grade 11, there are 10 classes of students in both levels: 4 classes of students were in the Science program, and 6 classes of students were in the English program. Students in the Science program must study English for 5 periods per week, consisting of Foundation English for 2 periods, English Reading-Writing for 2 periods, and with the foreign teacher 1 period. However, students in the English program must study English for 7 periods per week, consisting of Foundation

English for 2 periods, English Listening-Speaking for 2 periods, English Reading-Writing for 2 periods, and studying with the foreign teacher 1 period (except students in class 10 must study Foundation English only). Table 4 below presents the English subjects in each program and the period of each subject per week.

Table 4

The English subjects in each program and the period of each subject per week

Subjects		Program	
		Science	English
Foundation English	(2 periods/week)	✓	✓
English Listening-Speaking	(2 periods/week)	✗	✓
English Reading-Writing	(2 periods/week)	✓	✓
Studying with the foreign teacher	(1 period/week)	✓	✓

Teachers who taught in three English subjects were selected because the researcher needed to investigate how culture was taught in different subjects. The nature of the courses did not have an effect on teachers' teaching because all courses were in an expanding level (upper secondary education level), so the same stipulated standards for learning were applied. Furthermore, their course descriptions and objectives dealing with culture were similar. That is to say, students were expected to understand the cultural differences between Thais and native speakers of English at the end of the course. Also, they were required to use language to communicate appropriately in various situations as well as to express their opinions. Although the textbooks were different for each subject, culture content was included in each chapter. As an illustration, all textbooks presented the culture content of history. In

Foundation English, there was a story about schools in ancient times. In English Listening-Speaking, it was about the history of Scrabble. In English Reading-Writing, there was a story about the historical development of Brasilia – the new capital of Brazil.

Next, three English teachers were chosen for this study by the purposive sampling technique depending on their educational background and teaching experience in each subject. Teacher A taught Foundation English at Grade 10, Teacher B taught English Listening-Speaking at Grade 11, and Teacher C taught English Reading-Writing at Grade 10.

In terms of English language learning and English language teaching experience, Teacher A received a Bachelor's degree in Education, with a major in English, and a minor in linguistics from a government university in Bangkok. She has taught English for early 20 years.

Teacher B received a Bachelor's degree in Arts, with a major in English, and a minor in mass communication from a government open university. She has taught English for about 20 years.

Teacher C received a Bachelor's degree in Education, with a major in English, and a minor in Thai from a teachers college. She has taught English for about 30 years.

Table 5 below shows the educational background, teaching experience, subjects, and levels of the three English teachers.

Table 5

The educational background, English language teaching experience, subjects, and

levels of the three teachers

Teacher	Qualification	Teaching experience	Subject	Level
A	B.Ed	early 20 years	Foundation English	10
B	B.A	about 20 years	English Listening-Speaking	11
C	B.Ed	about 30 years	English Reading-Writing	10

In summary, the researcher used the purposive sampling technique to choose Sunshine School as a case study because it supports students' language and culture learning, as well as teachers' training and teaching. Also, it gave the researcher permission to do the study. Consequently, teachers who teach different English subjects in the upper secondary level of Sunshine School were selected to be participants. Therefore, the participants in this study were Teacher A who taught Grade 10 Foundation English, Teacher B who taught Grade 11 English Listening-Speaking, and Teacher C who taught Grade 10 English Reading-Writing.

Research Instruments

In order to investigate teachers' culture teaching practices in an English language classroom, as well as to examine the factors affecting teachers' culture teaching practices, the research instruments used in this study were the questionnaire, field notes, and the interview.

1. *Teachers' Culture Teaching Practices Questionnaire*

The researcher used the questionnaire to measure the teachers' cultural knowledge, and to gain background knowledge about thier culture teaching practices before investigating their culture teaching practices in class.

There are two parts of the questionnaire. In the first part, the participants were required to complete the culture assimilators, which are specific techniques for testing cultural knowledge and awareness by answering the questions in multiple choice. The researcher adopted the cultural assimilators of Britain (Tan, 2005), Australia (Sharp, 2005), Canada (Cheng & Barlas, 2003), and USA (Mello, 1998) to measure the participants' cultural knowledge in various social interactions of Native speakers of English. The social interactions were the major focus of the cultural assimilators because one of the goals of English language teaching was to use English language for cross-cultural communication in various situations. Thus, teachers needed to have basic social and cultural knowledge and awareness in order to teach English for cross-cultural communication. In the questionnaire, there were 6 scores in total; one point was given to each correct answer. These scores would be used in assessing how well each participant knew the social interaction of the target culture.

The second part includes teachers' culture teaching practices. The researcher constructed items based on literature review of various concepts of culture teaching (Lado, 1988; Stern, 1992; Seelye, 1993; Byram, Morgan, & colleagues, 1994; Moran, 2001; Hadley, 2001; Keatley & Kennedy, 2004). It was divided into five parts: the culture content, teachers' roles in class, approaches and materials, methods to assess students' learning, and teachers' problems. In addition, the five-point Likert rating scale was used, except for the part dealing with teachers' problems where a checklist was used. The participants rated the frequency of what they did when teaching the

culture content: 5 (very often), 4 (quite often), 3 (sometimes), 2 (rarely), 1 (never).

Furthermore, there were some open-ended questions for participants to add more

answers, if they had any (See Appendix A).

Validity

To measure the content validity of 'Teachers' Culture Teaching Practices

Questionnaire', IOC (Item-objective Congruency Index) was used. The researcher

asked three experts (See Appendix B) to consider the appropriateness of the statement

in each item and mark in the table of IOC (See Appendix C) based on the following

criteria:

+ 1	means	the statement is appropriate
0	means	the statement is unclear
− 1	means	the statement is not appropriate

After that, the researcher found the congruence of statement with the

objectives or content using IOC (Item-Objective Congruence Index) of Rovinelli and

Hambleton (1977).

$$IOC = \frac{\sum R}{N}$$

IOC	means	the index of congruence
R	means	scores from the opinion of the experts
N	means	numbers of the experts

There were two ways to interpret the IOC value.

1. When IOC was high than or equal 0.5, the statement could measure the content correctly or the content was valid.

2. When IOC was less than 0.5, the statement could not measure the content correctly or the content was invalid.

After consulting with three experts, the researcher first interpreted the IOC value to measure the validity of each item in the questionnaire (See Appendix D). After that, the questionnaire was revised according to experts' suggestions. In the first part of 'Teachers' Culture Teaching Practices Questionnaire', only item 1 was invalid because its IOC was less than 0.5. Since two experts considered the statement was unclear, they suggested the researcher to clarify the context. Therefore, the researcher revised the statement by providing the context – the nationality – in the statement.

In the second part of 'Teachers' Culture Teaching Practices Questionnaire', only item 4 of the content of culture teaching was invalid because its IOC was less than 0.5. Two experts were not sure whether teachers had to teach moral and religious beliefs and values. However, the researcher did not cut the item off since it was one of the main content of culture teaching among many educators (Brooks, 1964; Stern, 1992; Byram, Morgan, & colleagues, 1994).

Reliability

To measure the internal consistency, the researcher used SPSS for Windows version 11.0 to find Cronbach's Alpha Coefficient. First of all, the researcher tried out the revised questionnaire with a group of 31 secondary school English teachers in Bangkok. Next, the reliability of the questionnaire was calculated by using SPSS for

Windows. The reliability was 0.94, which can be interpreted that the questionnaire had very high reliability. Therefore, the questionnaire could be used for this study.

2. *Teachers' Culture Teaching Practices Field Notes*

The researcher recorded what teachers did in class during the class observation in "Teachers' Culture Teaching Practices Field Notes" (See Appendix E). The researcher observed teachers' teaching practices at the appointed time – 6 times throughout the semester (20% of their total teaching time). In addition, audiotapes were used in this study for later review. The researcher used symbols in audiotaped transcription for indicating further details (See Appendix F).

In "Teachers' Culture Teaching Practices Field Notes", they consisted of two components as follows:

1. Introduction: the researcher recorded the teacher's name, date/month/year, time of teaching, and place of teacher observation.

2. Details: the researcher jotted down what teachers taught and how they performed in classroom – culture teaching practices, consisting of the culture content, teachers' roles, approaches, materials, and methods to assess students' culture learning.

3. *Teachers' Interviews*

After each teaching observation, the researcher conducted an informal 5-10 minute interview based on what the participants did in class in order to investigate their culture teaching practices. For example, the researcher would ask the participants to explain what they did and give reasons why they did it. The researcher also recorded the main points later in the field notes.

After observing all the teachers' teaching practices, the researcher conducted the semi-structured interviews in order to gain more details. An example was to interview the participants in-depth about their life history. The researcher collected their personal information in an aspect of teaching and learning experiences because this sort of information provided the participants' background and it could be used to explain the participants' thoughts as well. Each participant was interviewed in-depth approximately 30 minutes which were tape-recorded for later transcription (See Appendix G).

The Data Collection Process

The data collection process in this study consisted of 2 stages: preparation for data collection, and data collection which was illustrated in Figure 2 below.

Stage 1: Preparation for data collection

1. The researcher studied the research, articles, and documents dealing with culture teaching in order to set the framework for teachers' observation and interview.
2. The researcher selected the fieldwork by purposive sampling technique.
3. The researcher prepared the research instruments and equipment.
   3.1 The researcher constructed the questionnaire based on various theories of culture teaching.
   3.2 Three experts validated the questionnaire.
   3.3 The researcher revised the questionnaire based on the experts' suggestions.
   3.4 The researcher tried out the questionnaire with a group of teachers.
   3.5 The researcher evaluated the reliability of the questionnaire.
   3.6 The researcher planned the period of time for data collection.
4. The researcher established rapport with teachers in the school by socializing and participating in school activities.
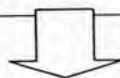

Figure 2 The data collection process

Stage 2: Data collection

Phase 1: Questionnaire, outside-class observation, general interview, and documentation

1. The researcher distributed the questionnaire to the participants.
2. The researcher observed the participants in their office.
3. The researcher informally interviewed the participants and all staff in their office.
4. The researcher asked for further documents from the department.

Phase 2: In-class observation, after-class interview, in-depth interview, and documentation

1. The researcher observed and recorded what participants did in class.
2. The researcher informally interviewed the participants based on what they did in class.
3. The researcher observed the participants in their office.
4. The researcher collected participants' teaching documents.
5. The researcher informally interviewed the participants about their life history.
6. The researcher interviewed the participants in-depth.

Figure 2 (Continued) The data collection process

Preparation for Data Collection

In preparing for conducting the research, the researcher first studied related research, articles, and document dealing with culture teaching in order to set the framework for observations and interviews with the teachers.

Next, the researcher selected the field for this study based on the background and context of the institution in promoting English language and culture learning/teaching. Also, the researcher chose the sample group according to the school curriculum. Besides this, the researcher asked for permission and cooperation from the school and the participants to conduct research.

After that, the researcher prepared the research instruments – the questionnaire, fieldnotes, and the interview as well as the equipment – an audiotape recorder.

The researcher also planned periods of time when the data would be collected before making a schedule.

After getting permission and cooperation on fieldwork, the research was conducted openly as it was known by the sample group, all school staff, and students since the researcher's role was overt. The researcher accessed the information by observing, interviewing, and collecting documents.

In addition, the researcher established rapport by socializing and participating with teachers in school activities in two ways. The first way was to participate outside class as a teacher assistant. For example, the researcher volunteered to prepare teachers' documents for teaching or testing. The second way was to participate as a staff member of the school. As for teachers' personal activities, for instance, the researcher joined in a teacher's birthday party and had lunch with all the staff of the foreign language department. The social interaction maximized the relationship between the participants and the researcher; therefore, the researcher could collect the data more easily. Since the participants were familiar with the researcher, they behaved naturally which helped prevent the effects of being observed during the research.

Data Collection

The data was collected after the researcher prepared research instruments, equipment, and a schedule of the data collection activities. Also, the researcher established rapport by socializing and participating with teachers in school activities in order to access the information. In this section, research methodology, periods of data collection, and validity and reliability of the collected data are presented.

Methodology

For data collection, the researcher used several methods, including survey, observations, interviews, and documentation.

In survey, the researcher collected the data by using the questionnaire with three English teachers to measure their cultural knowledge and investigate their culture teaching practices in an English language classroom.

In observations, the researcher used the participant observation technique. There are two ways the researcher participated in the activities of the school. First, the researcher acted outside class as a teacher assistant. In teachers' preparation, for instance, the researcher helped them prepare documents for teaching or testing their students. During the participant observation, the researcher observed and took notes in a diary form about events in the field and also about the working hypotheses of the study. Note-taking was used as a database in the collected data organizing when the researcher analyzed the data. Moreover, the researcher observed and jotted down teachers' culture teaching practices in class. They were appointed to be observed 6 times throughout the semester (20% of their total teaching time). Second, the researcher acted as a staff member of the school. In teachers' personal activities, for example, the researcher had lunch with participants in their office.

During interviews, the researcher used both informal and in-depth interview to examine factors affecting teachers' culture teaching practices. The participants were interviewed informally for 5-10 minutes after class based on what they did in class. Also, they were interviewed in-depth approximately 30 minutes for further details at the end of all observation. The in-depth interviews were audiotape-recorded and transcribed for later review.

For documentation, the researcher collected department documents and participants' teaching documents such as exercises, and tests. After categorizing and analyzing documents, the researcher used documentary information to further the information collected from observation and interviews.

Periods of Data Collection

In the first semester, the data was collected over 20 weeks (from 16 May to 26 September 2007) and could be categorized into two phases.

The first phase took 4 weeks (from 16 May to 9 June 2007). It was the data collection with questionnaire, outside-class observation, general interview, and documentation. The researcher distributed the questionnaire, observed and interviewed the participants informally, and asked for further documents from the department to gain background information about the participants and their teaching practices. Furthermore, the researcher recorded the events in fieldwork. In this phase, the researcher also established rapport with the participants and all the staff of the department.

The second phase took 16 weeks (from 10 June to 26 September 2007). It included data collection with in-class observation, after-class interviews, in-depth interviews, and documentation as the researcher observed and recorded what participants did. Next, the researcher informally interviewed the participants based on what they did in class. During this period, the researcher searched and collected participants' documents and also informally interviewed them about their life history. After that, the researcher interviewed participants in-depth.

Validity and Reliability of the Collected Data

Since the researcher used the participant observation technique, the participants behaved naturally as they were familiar with the researcher. This meant that the collected data had phenomenological validity. Furthermore, the researcher collected the data in the participants' own environment for almost four and a half months resulting in ecological validity. The researcher also collected the data about the participants' natural actions, which signified that the collected data had contextual validity. Therefore, it could be concluded that the study had internal validity.

To ensure the validity and also the reliability of the collected data, the researcher used two types of triangulation – data triangulation and methodological triangulation in doing evaluations of the collected data. In data triangulation, the researcher collected the data from different times, places, and people in order to validate the data. For instance, the researcher observed and interviewed the participants on similar topics at different time and place. Also, the researcher asked the same identical questions with the different participants.
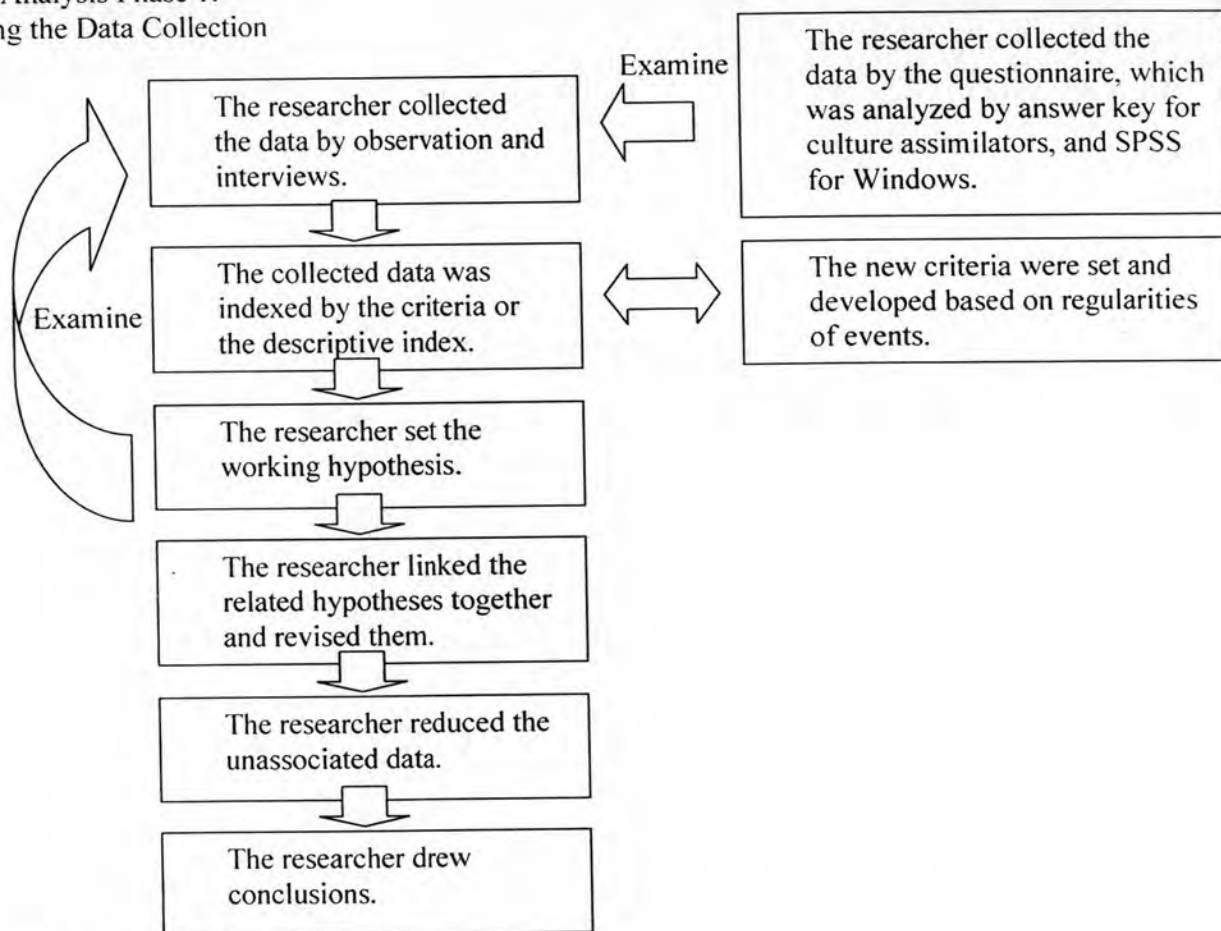
In methodological triangulation, the researcher collected the data by using various methods, such as the survey, observations, and interviews. For example, the researcher used the questionnaire to gain background knowledge about participants' culture teaching practices before the researcher observed and interviewed them later in order to validate the data.

The process of triangulation ensured that the data had the construct validity and reliability because the researcher measured the same event by using different methods in multiple times, and similar results were obtained. Therefore, the data could be used in analysis afterwards.

Data Analysis

The data analysis process can be divided into 2 phases based on times when the data were analyzed: during the data collection, and after the data collection. Figure 3 below shows the data analysis process.

Data Analysis Phase 1:
During the Data Collection

Examine

| The researcher collected the data by observation and interviews. | ⇐ | The researcher collected the data by the questionnaire, which was analyzed by answer key for culture assimilators, and SPSS for Windows. |

Examine

| The collected data was indexed by the criteria or the descriptive index. | ⇔ | The new criteria were set and developed based on regularities of events. |

| The researcher set the working hypothesis. |

| The researcher linked the related hypotheses together and revised them. |

| The researcher reduced the unassociated data. |

| The researcher drew conclusions. |

Data Analysis Phase 2:
After the Data Collection

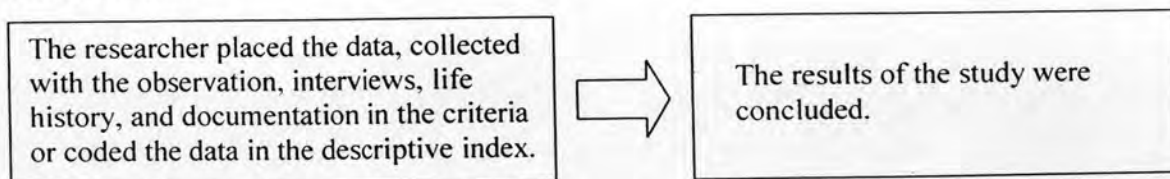| The researcher placed the data, collected with the observation, interviews, life history, and documentation in the criteria or coded the data in the descriptive index. | ⇒ | The results of the study were concluded. |

Figure 3 The data analysis process

In the data analysis process, the researcher started to collect the data by using the questionnaire in order to gain background knowledge about participants' culture teaching practices. For the first part of "Teachers' Culture Teaching Practices Questionnaire", the researcher used the answer key for the culture assimilators (See Appendix H) to see the total score of participants in order to investigate their cultural knowledge.

In terms of statistical analysis of the second part, SPSS for Windows was used to find the arithmetic mean and standard deviation. The arithmetic mean score was interpreted using the following criteria.

4.21 – 5.00	means	teachers do it "very often"
3.41 – 4.20	means	teachers do it "quite often"
2.61 – 3.40	means	teachers do it "sometimes"
1.81 – 2.60	means	teachers "rarely" do it
1.00 – 1.80	means	teachers "never" do it

Next, the researcher collected the data by observation and interviews in order to examine the collected data from the questionnaire. In the qualitative data analysis, the researcher placed the collected data in the criteria or coded the data in the descriptive index which were set based on the theoretical framework of the study before the data collection (See Appendix I). Also, the new criteria were set and developed based on regularities of events in this phase. When the collected data were clustered and matched together to form the pattern, the working hypothesis was set which the researcher recorded in the field notes. Then, the researcher examined the working hypothesis with more collected data in order to set other hypotheses. In the

process, the researcher also took notes about what hypotheses had been revealed. After that, the researcher linked the related hypotheses together, revised them, and reduced the unassociated data in order to draw a conclusion. The researcher repeated the process many times until the conclusion of the study was verified.

After the data collection, the researcher analyzed the final qualitative data of the observation, interviews, audiotapes, life history, and documentation by placing the collected data in the criteria of interpretation or coding the data in the descriptive index in order to find out the results of the study.

Summary

The study aimed at investigating upper secondary school English teachers' culture teaching practices as well as examining teacher factors affecting culture teaching practices. The researcher used the purposive sampling technique to select Sunshine School as a case study. Three teachers in upper secondary level were selected according to their various educational backgrounds and teaching experience in three different subjects. The researcher collected the data for one semester using the questionnaire, field notes and the interviews. For data analysis, the questionnaire was statistically analyzed by SPSS for Windows, and field notes and the interviews were coded in the descriptive index. The findings of the study are presented in the next chapter.