CHAPTER IV
METHODOLOGY OF INVESTIGATION

4.1 Kind of Investigation

The researching team, according to the classical method of investigation, has concluded that the way in which the survey was developed was exploratory and descriptive, because of the characteristics that this research had.

It was exploratory, because the research was oriented to study a problematic situation that has been little studied or even not studied before. As mentioned before, there are no proves that someone has tried to make a research based on the creation of a textbook for teaching Linguistics Introduction of the English Major at Francisco Gavidia University. The research was done taking into account that the population studied was at the same time, the sample of this one. The sample were the students that are taking Linguistics Introduction, the students that have already taken the subject and Linguistics Introduction teachers, during the first semester of the year 2008 at Francisco Gavidia University.

It was descriptive, because the impact and the consequences that are presented in this situation were investigated. The problematic situation was described through the process and results of the research. In the specific case of Linguistics students the survey was useful to find out if the Teaching-Learning Process is affected by the indicators shown before.

4.2 Methodology of the Investigation

4.2.1 Population and Sample

Population
The research was made among English Major Students and Teachers at Francisco Gavidia University, this population has been chosen due to the
specific and appropriate characteristics of the survey, and the objectives of this thesis that is directed to English Learning as a Foreign Language students.

Sample
The sample includes students that are taking the Linguistics Introduction subject during the first semester of 2008, and the ones that are in the English Major and have taken this subject during their previous studies. Also, this investigation included Linguistics Introduction teachers and, since there was only one teacher for Linguistics, the researchers decided to take into account professors that are teaching the advanced subjects of English Major in this semester. All of them were chosen because they have already a clear point of view about the needs and strengths of Linguistics Introduction subject, and they could provide a complete feedback and constructive critic about what can be done to improve the Teaching – Learning Process.

4.3 Techniques and Instruments for Data Gathering
The technique that was used during the investigation was the survey, due to the nature of this data gathering, it was possible to envelop areas that are not easy to notice during an observation, in which students tempt to hide important information that would be relevant to this investigation.

Regarding the instruments, the researching team decided that the interview and the questionnaire were the appropriate activities to look for the information that is needed for this study.

The instrument number one was elaborated as an interview for the teachers and it contains ten questions that were created to find the different points of view about what teachers believe that is affecting the Teaching-Learning Process in classes. The questions are open and they had the opportunity of giving recommendations for improving the material and sources of information for their Linguistics Introduction classes.

The instrument number two was created as a questionnaire for students of the English Major and its main purpose was to have a general vision of the
awareness of the students about any deficiency detected in their learning process.

4.4 Procedures

For the data gathering, it was elaborated a guide line that was used as a procedure in order to make the correct coordination with the appropriate authorities, to avoid missing a crucial step and to go through the students and teachers of the classes in which they will be approached. In that way, the possibility of obtaining a full cooperation was increased significantly.

When the interview for teachers was made, the researchers followed the next procedure:

1. Researchers requested to the English Language Department Coordinator, a letter for the teachers that will be subject of interview, in which the Director would explain to the teachers the reason why they were interviewed.
2. Researchers presented the letter to the teacher that was interviewed, and requested time to develop the activity. The researchers coordinated with the teacher the date and hour in which the interview was done.
3. At the moment of the interview, the researchers asked to the teacher the items of the instrument number one.
4. The researchers asked other questions when the teacher shows confidence and relaxation during the interview.
5. Comments or critics from the researchers, about how the Linguistics Introduction subject is taught by the teacher or methods that the teacher uses in class were avoided during the interview.
6. The researchers gave time for the comments the teachers wanted to give.

When the survey for students was passed, the researchers followed the next procedure:

1. Researchers requested the English Language Department Coordinator, a letter for the teachers of the classes whose students were subject of
interview, in which the Coordinator explained to the teachers the reason of the activity.

2. Researchers presented the letter to the teacher whose class was surveyed, and requested time to develop the activity. The researchers arranged with the teacher the date and hour in which the survey will be done.

3. When the teacher of the class, whose students were surveyed, was in agreement with the activity, but it was not possible to develop the activity in class, the researchers looked for the students out of the class in order to request their collaboration.

4. Students were not forced in any way to collaborate with the survey.

5. Rather, the researchers were absent at the moment the students were filling out the survey to avoid intimidation or affect their answers.

6. The researchers remarked the anonymous nature of the survey and included a space for students’ comments.