

Development of Research Process Model for Language Lecturers in Higher Education

Bundit Anuyahohg¹ (bundit@tni.ac.th)
Surat Promchan² (sprkmutnb@hotmail.com)

Abstract

The purposes of this research were 1) to construct research process model for language lecturers in higher education for finding reliability and validity of research process model from experts, 2) to study attitudes of stakeholders about using the model, and 3) to gather supplemental suggestions from experts about the model.

Research samplings were 5 experts and 15 stakeholders who used this model derived through purposive random sampling technique in third semester of 2015 academic year. The research instrumentations were a questionnaire and a semi-structure interview.

The research findings were as follows:

1. The research process model for language lecturers in higher education was proved to be effective and verified as by experts.
2. The stakeholders' attitudes about the model were at high level.
- 3) The experts had suggestion about the model as follows: the model should be explained about details of definitions, an evaluation should be assessed all steps of process in the model.

Keywords: *Research Process Model, Language Lecturers Development.*

Introduction

Instructional research is a process of systematic inquiry that seeks to improve instructional issues affecting teaching-learning process and the lives of everyday people (Kemmis & McTaggart, 1988; Stringer, 2008). Historically, the term 'instructional research' has been long associated with the work of Stringer (2008), who viewed this research methodology as cyclical, dynamic, and collaborative in environmental learning. Through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in instructional research can implement changes required for instructional improvement.

Within education, the main goal of instructional research is to determine ways to enhance the lives of those professionals who work within educational systems. To illustrate, the research has been directly linked to the professional growth and development of teachers (Hensen, 1996; Tomlinson, 1995). According to Hensen (1996), instructional research (a) helps teachers develop new knowledge directly related to their classrooms, (b) promotes reflective teaching and thinking, (c) expands teachers' pedagogical repertoire, (d) puts teachers in charge of their skills, (e) reinforces the link between practice and student achievement, (f) fosters an openness toward new ideas and learning new things, and (g) gives teachers ownership of effective practices. Moreover, instructional research workshops can be used to replace traditional, ineffective teacher in-service training (Barone et al., 1996).

Johnson (2012) asserts that instructional research bridges the gap between research and practice. For instance, the theoretical components underpinning instructional research practice are used to help practitioners understand and observe what is happening in a classroom setting. At the same time, and with the interests of best practice in mind, these collected data are used to understand or inform theories and research related to best practice.

¹ English Lecturer, English Department, College of General Education and Languages, Thai-Nichi Institute of Technology, Thailand

² Assistant Professor, Faculty of Industrial Education, KMUTNB, Thailand

College of General Education and Languages, Thai-Nichi Institute of Technology has emphasized on the significance of instructional research for English and Japanese departments. Therefore, the effective research model should be created in order to reach the highest achievement in developing human resources in this research field.

Opportunities for professional development must expand CGEL language lecturers' language and teaching skills and research ability from entry level to increasingly higher levels of proficiency. Those with good proficiency need opportunities to grow in the language and research skills. Given the constantly changing nature of language and culture and research skills, all CGEL language lecturers must have opportunities to update their knowledge and practices. The evolving research base in second language acquisition requires that lecturers keep abreast of effective instructional practices. Finally, teachers of languages need special assistance with the challenging task of developing and administering proficiency tests to their students, for it is only with the use of such tests that teachers can effectively measure student progress.

A development of research process model to enhance language lecturers' research skills should be done. Thus, College of General Education and Languages at TNI must take responsibility for identifying needs and determining goals for their own professional growth, and, in the most effective models, for assisting one another. The best models incorporate these features in an appropriate developmental continuum. Supervision model also can serve as an introductory phase for the broad-based presentation of new information to any audience of language lecturers. A second option, peer coaching, the guided strand, involves pairing up lecturers who have common needs, goals, and interests. These lecturers then work collaboratively to assist one another in the growth process; in some cases the more experienced teachers will pair with the less experienced. Use of this model assumes that all the lecturers have some experience or preparation and some familiarity with the general goals of their profession.

In conclusion, the researcher requires studying development of research process model to enhance research ability of language lecturers at TNI. The results of this research will be guideline in development research ability of language lecturers and it will be a model of development systems of supporting the researchers and lecturers' ability sustainably in next occasion.

Research Purposes

- 1) to construct research process model for language lecturers in higher education for finding reliability and validity of research process model from experts
- 2) to study attitudes of stakeholders about using the model, and
- 3) to gather supplemental suggestions from experts about the model.

Research Design

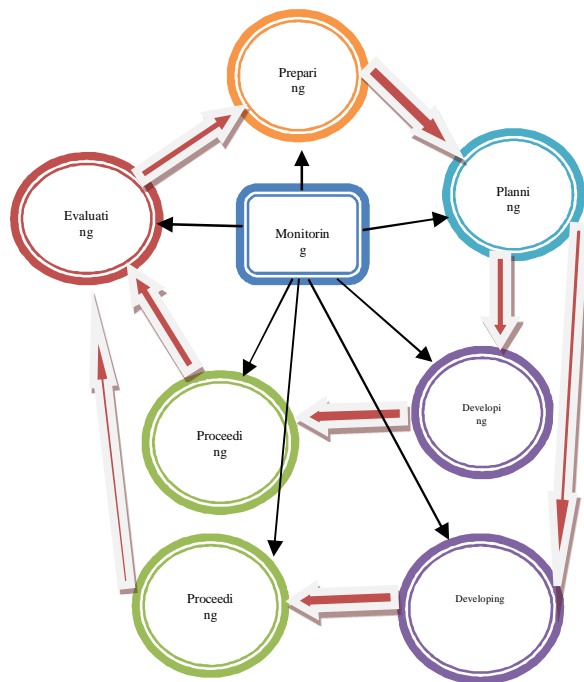
The data was gathered and analyzed as follows:

1. Population and Samples

1.1 The population is language lecturers at Thai-Nichi Institute of Technology in third semester of 2015 academic year. There were 40 language lecturers and 10 experts from public university and private university.

1.2 The samples consisted of 15 language lecturers from College of General Education and Languages at TNI and 5 experts from public university and private university who were an expert in instructional research and language teaching, and were derived from a purposive random sampling technique.

The model created was as following:



Duration in Experiment

The experiment ran for 6 weeks.

Variables

Variables in this study were as follows:

1. Reliability and validity of research process model from experts
2. Attitudes of stakeholders about using the model

Research Instruments

1. A questionnaire for experts
2. A questionnaire for stakeholders
3. A semi-structure interview.

Data Analysis

The collected data was analyzed using computer program. The mean and standard deviations from a research process model evaluation form, the content analysis was used to measure at the open-ended questionnaire.

Data Collection

The process and data collection were conducted as follows: The subjects were given a research process model evaluation form. Then, the study was used 6 weeks in summer semester of 2015 academic year to ask 5 experts for suitability of the model and to ask the 15 language lecturers who were the stakeholders. A semi-structure interview was used to ask the extensive issues with the experts and stakeholders. After the completion of each session, the data were statistically analyzed by mean scores, standard deviation, percentage and content analysis.

Research Results

1. Results of finding reliability and validity of research process model from 5 experts

Table1: An assessment of research process model for language lecturers in higher education from 5 experts in each aspect and in the total

Process	1st expert	2nd expert	3rd expert	4th expert	5th expert	total
1. Preparing	4	5	4	5	4	
2. Planning	5	5	4	5	5	
3. Developing	5	5	4	5	5	
4. Proceeding	5	5	4	5	5	
5. Evaluating	5	5	4	5	5	
6. Developing	4	5	4	5	4	
7. Proceeding	4	5	4	5	4	
8. Evaluating	4	5	4	5	5	
Total	4.50	5.00	4.00	5.00	4.60	4.62

The table showed that the research process model for language lecturers in higher education was at the highest level ($\bar{x}= 4.62$) which was proved to be effective and verified as by experts.

Table2: An assessment of checking correlation of research process model and purposes (IOC) from 5 experts and a reliability of the model in overall

Process	1st expert	2nd expert	3rd expert	4th expert	5th expert	total	IOC
1. Preparing	+1	0	+1	+1	+1	4	80.00
2. Planning	+1	+1	+1	+1	+1	5	100
3. Developing	+1	+1	+1	+1	+1	5	100
4. Proceeding	+1	+1	+1	+1	+1	5	100
5. Evaluating	+1	+1	+1	+1	+1	5	100
6. Developing	+1	+1	+1	0	+1	4	80.00
7. Proceeding	+1	+1	+1	0	+1	4	80.00
8. Evaluating	+1	+1	+1	0	+1	4	80.00
Total	1	0.87	1	0.62	1	4.50	90%

The table illustrated that the validity of the model was at high level ($\bar{x}=4.50$). When considered in overall of IOC value, it was found that the reliability of the model was at 90%. It indicated that the research process model for language lecturers in higher education was proved to be effective and verified as by experts.

2. Results of analyze the stakeholders' attitudes about the model

Table 3: result of the 15 stakeholders' attitudes about the model in each aspect and in the total

Statement	Attitudes		meaning
	\bar{x}	S.D.	
1. Preparing	4.48	0.65	high
2. Planning	4.61	0.68	highest
3. Developing	4.53	0.61	highest
4. Proceeding	4.46	0.58	high
5. Evaluating	4.53	0.59	highest
6. Developing	4.45	0.74	high
7. Proceeding	4.42	0.67	high
8. Evaluating	4.44	0.71	high
Total	4.49	0.65	high

An assessment of research process model in all 8 processes which were converted to 5 rating scales in order to measure mean of the stakeholders' attitudes based on following criteria (adapted from Thaweerat, 2000: 107-108)

- 4.51 - 5.00 refers to stakeholders had attitudes at highest level
- 3.51 - 4.50 refers to stakeholders had attitudes at high level
- 2.51 - 3.50 refers to stakeholders had attitudes at moderate level
- 1.51 - 2.50 refers to stakeholders had attitudes at low level
- 1.00 - 1.50 refers to stakeholders had attitudes at very low level

The table demonstrated that an assessment of attitude of stakeholders in overall was at high level, when considered in each aspect; it was found that the stakeholders' attitudes in Planning, Developing, and Evaluation were at the highest level. For the rest, it was at high level.

3. Results of experts' supplemental suggestion about the model

The supplemental suggestion of the 5 experts about the model as following:

1. The model should be explained about details of definitions.
2. An evaluation should be assessed all steps of process in the model.

Conclusion

1. The research process model for language lecturers in higher education was proved to be effective and verified as by experts.
2. The stakeholders' attitudes about the model were at high level.
- 3) The experts had suggestion about the model as follows: the model should be explained about details of definitions, an evaluation should be assessed all steps of process in the model.

Discussion

According to results of the research process model for language lecturers in higher education was proved to be effective and verified as by experts. It might be because the model was constructed based on theories of research process which consisted of preparing, planning, developing, proceeding, and evaluation. This is related to the notion of Bariff and Ginzberg (1982) who stipulated that the model for conducting research is similar to the plan a detective would follow in conducting an investigation. There are rules to be followed and multiple paths that can be taken according to the questions asked and research processes; planning, developing, proceeding, and evaluating. Once started, the research process or investigation proceeds logically and steadily.

Moreover, the stakeholders' attitudes about the model were at high level. It might be because the stakeholders have confidence about the research process model and it would be successful in terms of process according to this model. This is related to the idea of Hevner (2007) who advocated that a model is a representation of all or part of a system that is constructed to study that system. While a theory tries to explain a phenomenon, a model tries to represent a phenomenon. Models are often used by decision makers to make important decisions based on a given set of inputs.

The experts had suggestion about the model such as; the model should be explained about details of definitions, an evaluation should be assessed all steps of process in the model. This might be a cause of constructing the model based on theory of research process model. This is related to the notion of Baskerville (2001) who stated that a theory is a set of systematically interrelated constructs and propositions intended to explain and predict a

phenomenon of interest, within certain boundary conditions and assumptions. Essentially, a theory is a systemic collection of related theoretical propositions. While propositions generally connect two or three constructs, theories represent a system of multiple constructs and propositions. Hence, theories can be substantially more complex and abstract and of a larger scope than propositions or hypotheses.

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