Chapter three

Methodology

3.0 Introduction

This chapter presents the sources of data, the method of data collection and the procedures of the analysis of data adopted in the study. The chapter also explains the theoretical framework, on which the analysis is based, especially the methods of analyzing written discourse developed by Wodak (2001, 2009) within the domain of Critical Discourse Analysis.

3.1 Data Collection Procedure

In total, 28 opinion editorials from the *Sin Chew Daily* published between June and August, 2009 were analyzed. The issue was: *the use of English to teach Mathematics and Sciences*. The rationale for choosing the *Sin Chew Daily* was: it is one of the most popular Chinese newspapers in the country that represents various arguments raised by the Chinese community in Malaysia. The readership of *Sin Chew* stands at 1.18 million (approx.), daily (http://www.mysinchew.com/ node/10747?tid=4).

The translation of the Chinese data into English has been done by the researcher; however, the translation has been verified with two competent speakers of mandarin and English. They have received Chinese medium instruction all through their pre-university education. One of them is from mainland China while the other is Malaysian Chinese. Both of them hold bachelors degree in English and are students in the master program in the Faculty of Languages & Linguistics at the University of Malaya.

The data

The following table lists the opinion editorials selected as data in this study.

Table 3.1: List of opinion editorials in *Sin Chew Daily*

10/6/09	Using English to teach student become smart?
10/6/09	English cannot make people smart
10/6/09	Education lost its focus
11/6/09	O !English
13/06/09	Lee Kuan Yew and use English to teach maths and sciences
16/06/09	Mother tongue is the root, it is our bone marrow
17/06/09	Through "the doctrine of mean "to look at the problem of education
17/06/09	English is not a magic wand
19/06/09	Education less expert
29/06/09	Teacher happy? Student happy?
8/7/09	Abolition of English teaching m/s happy and worry
9/7/09	To enhance students standard of English
9/7/09	Two surprises
9/7/09	Afraid to be a transformer
9/7/09	Children are suffering
10/7/09	Policy's does not meet wish of people
12/7/09	Looking for the best solution
12/7/09	Secondary school use Malay to teach due to wise
12/7/09	Secondary need to maintain English to teach m/s
13/7/09	Need to think deeply
14/7/09	Listening to the people
15/7/09	Clarifying educational blind spot
16/7/09	Respect for science is the key
21/7/09	Scientific language and scientific spirit
23/7/09	Confusing of mother tongue teach
3/8/09	It is a heavy burden for Chinese primary teacher
11/8/09	Educational policy cannot be changed often
26/8/09	English program-first step

3.2 Analysis of data

The framework for the analysis is adapted from Wodak's (2001, 2009) discourse-historical approach within the paradigm of Critical Discourse Analysis. In this study the researcher followed a two-stage analysis of the data: the macro structure and micro structure. In the macro structure stage, the articles were analyzed at the text level, whereas as in the microstructure stage, the analysis was on the sentence and word levels.

3.2.1 Macrostructure

In this category, the study looked at the articles in general: how the information is presented. The articles were examined to determine how information was organized throughout the articles. Particularly how they explained or discussed this phenomenon (i.e., education policy, culture, and identity) in the text.

First, all the title of the 28 articles were recorded and represented in a form of a list. Next, the author identified the contents of the article. The bodies of the articles were then analyzed to discover how editors establish their arguments following specific strategies. In order to analyze the macrostructure, the researcher used Wodak's framework and the questions asked were:

1) Contents: what is being discussed in the article?

2) Strategies: how do individual authors establish their arguments to establish the contents in related topics?

3.2.2 Microstructure

All of the 28 articles were studied in detail for linguistic features. In this section, the study looked at the use of modal verbs, metaphors, idioms and phrases in the articles. For the analysis of microstructure the researcher referred to 'linguistic realization' of the text suggested by Wodak (2001, 2009), especially, the use of (1) modal verbs, (2) metaphors, (3) idioms and phrases.

3.3 Description of the Sample Articles

Step 1：The contents of the text is described

The title of the text: *Education has lost its focus*

1. The education minister has not noticed the main problems, i.e. the confusion in the direction of teaching, as students continue securing low achievement. However, teaching in English continues and heavily focused on.

2. As students cannot follow the lesson they do not concentrate in the class which ultimately affects the discipline in the classroom

Step 2: Description of the text

The editor refers to significant factors that influenced the government to adopt the decision. The factors discussed are political, ethnic and cultural.

Step 3: Strategy of the text: how the issues has been represented in the editorial.

Strategy of dissimilation and justification

Step 4: Linguistic realization

The use of Modal Verb:

要-yao (must) : The aim of the minister is the students **must** improve their English.

应该是—ying gai shi (should be): The state education **should be** focused on "Holistic Education".

Metaphor

如老鼠拉龟，无从下手（lao shu la gui, wu cong xia shou）

Government really seriously looking at the issue of reformation of the education policy, but they are not sure where to start from..

目前的教育问题一箩筐:(mu qian de jiao yu wen ti yi luo kuang)

There are bucketful of problems in education issues in recent education policy.

3.4 Conclusion

This chapter provides an overview of the data and the framework used to analyze the data. In the next chapter, the researcher reports the analysis of the artices by using the steps mentioned above.