

ABSTRACT

This study aimed at investigating learners' preferences in language learning and teachers' perceptions of those preferences at the College of Dramatic Arts. The study involved 101 M. 6 students majoring in different fields who responded to a questionnaire on their preferences in language learning at the college. In addition, 6 teachers who teach those students English were asked about their perceptions of their learners' preferences.

The questionnaire included 25 items, and was arranged in two forms (form I and form II) and translated into Thai to facilitate response by both groups of the subjects. Before distribution, they were rechecked in terms of appropriateness and comprehensibility by three professors. Then, they were pre-tested with 50 samples to test reliability coefficients (Cronbach's alpha), and it was found that the reliability was higher than 0.80, which enables the researcher to conduct statistical analysis of the entire questionnaire.

Thus, form I and form II were distributed to the teachers and learners respectively, collected and checked by Professor Oranut Tatti. The researcher rechecked their completion and cross-checked some data to verify the information. Then, they were sorted according to the groups and encoded for manipulation and analysis by SPSS/PC version 10. Descriptive statistics (frequency) and independent sample t-test were used.

The results indicate that there is no significant difference between learners' preferences in language learning and teachers' perceptions of those preferences. As such, it can be implied that teachers are likely to be aware of their learners' preferences. However, the findings of this study are much different from the previous ones.