

CHAPTER FOUR

RESULTS

The previous chapter explained the research methodology for the study. This chapter reports the results of the study which is divided into three parts.

4.1 DEMOGRAPHIC OF THE SUBJECTS

In this study, there were 107 subjects. 6% are female English teachers of the college. The rest (94% of the subjects) were M.6 students of three programs which are Thai dance, Thai music, and western music in the College of Dramatic Arts in the academic year 2006. 14% of the total number were male students. (Tables 2 and 3)

Table 2: The Numbers of Subjects

Groups	Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	6	5.6	5.6	5.6
Learners	101	94.4	94.4	100.0
Total	107	100.0	100.0	

Table 3: The Sex of English Teachers and Learners

Groups	Frequency	Percent	Valid Percent	Cumulative Percent
<u>Teachers</u>				
Valid female	4	66.7	100.0	100.0
Missing missing	2	33.3		
Total	6	100.0		
<u>Learners</u>				
Valid male	14	13.9	13.9	13.9
Valid female	87	86.1	86.1	100.0
Total	101	100.0	100.0	

4.2 LEARNERS' PREFERENCES AND TEACHERS' PERCEPTIONS

As shown in Table 4, to see which of the differences were statistically significant and due to the nature of the data, the independent sample t-test was used. It was found that most of the learners' preferences in language learning and their teachers' perceptions of those preferences show no statistically significant difference. There are just a few items, 5 out of 25 items, which are items no. 2, 6, 9, 11, and 14, that are significantly different.

Table 4: Learners' Preferences in Language Learning and Their Teachers' Perceptions of Those Preferences

No.	Items	Groups	n	x	SD.	df	Mean Difference	t
1.	Studying the lesson before going to class	Teachers	6	1.83	0.41	105	-0.76	-1.54
		Learners	101	2.59	1.20			
2.	Going to class on time	Teachers	6	4.33	0.52	105	1.39	2.69*
		Learners	101	2.94	1.26			
3.	Sitting in front so I can hear the teacher	Teachers	6	3.83	0.98	105	0.54	0.92
		Learners	101	3.30	1.40			
4.	Taking notes in a notebook during class	Teachers	6	3.67	0.82	105	0.18	0.32
		Learners	101	3.49	1.36			
5.	Doing instructor-directed activities	Teachers	6	3.83	0.98	105	-0.10	-0.20
		Learners	101	3.93	1.17			
6.	Preferring a teacher who calls on us to answer	Teachers	6	3.83	0.98	105	1.31	2.64*
		Learners	101	2.52	1.19			
7.	Participating in class discussions	Teachers	6	4.00	1.10	105	0.71	1.41
		Learners	101	3.29	1.21			

(table continues)

Table 4. (continued)

No.	Items	Groups	n	x	SD.	df	Mean Difference	t
8.	Giving individual oral presentations	Teachers	6	2.33	1.37	105	0.34	0.67
		Learners	101	1.99	1.20			
9.	Participating in language games and songs	Teachers	6	4.67	0.52	105	1.12	2.07*
		Learners	101	3.54	1.32			
10.	Working in small groups (maximum 5 Learners)	Teachers	6	4.33	0.52	105	0.61	1.23
		Learners	101	3.72	1.20			
11.	Working in pairs	Teachers	6	4.50	0.55	105	1.05	1.99*
		Learners	101	3.45	1.28			
12.	Listening to others using English in class	Teachers	6	3.67	0.82	105	0.18	0.36
		Learners	101	3.49	1.22			
13.	Talking to classmates in English in class	Teachers	6	1.67	0.52	105	-1.08	-1.85
		Learners	101	2.74	1.41			
14.	Self-correcting when realizing that I made a mistake in speaking	Teachers	6	2.00	1.10	105	-1.36	-2.42*
		Learners	101	3.36	1.35			
15.	Doing written exercises, e.g., gap filling, sentence correction, matching	Teachers	6	4.00	1.10	105	0.53	1.11
		Learners	101	3.47	1.15			

(table continues)

Table 4. (continued)

No.	Items	Groups	n	x	SD.	df	Mean Difference	t
16.	Doing listening activities (tape/teacher speaking)	Teachers	6	3.33	1.51	105	-0.24	-0.43
		Learners	101	3.57	1.34			
17.	Looking up new words in a dictionary	Teachers	6	3.83	0.98	105	0.87	1.43
		Learners	101	2.96	1.48			
18.	Always skipping a word that I don't know	Teachers	6	2.00	1.10	105	-0.49	-0.86
		Learners	101	2.49	1.36			
19.	Trying to guess a word from the context	Teachers	6	3.33	1.03	105	-0.13	-0.26
		Learners	101	3.47	1.20			
20.	Preferring to study in a quiet room	Teachers	6	3.17	1.72	105	-0.07	-0.12
		Learners	101	3.24	1.44			
21.	Working independently instead of in groups	Teachers	6	2.33	1.37	105	0.22	0.40
		Learners	101	2.11	1.34			
22.	Looking over my notes after class	Teachers	6	2.17	0.98	105	-0.04	-0.09
		Learners	101	2.21	1.14			
23.	Preparing for exams step by step, not the night before	Teachers	6	2.00	1.10	105	-0.50	-0.91
		Learners	101	2.50	1.31			

(table continues)

Table 4. (continued)

No.	Items	Groups	n	x	SD.	df	Mean Difference	t
24.	Asking the teacher questions about what I want to know	Teachers	6	3.17	1.33	105	0.16	0.26
		Learners	101	3.01	1.42			
25.	Telling the teacher when I don't understand	Teachers	5	3.00	1.41	104	-0.04	-0.06
		Learners	101	3.04	1.35			
1-25	Total	Teachers	6	3.24	0.28	105	0.18	0.74
		Learners	101	3.06	0.59			

4.3 HYPOTHESIS TEST

The “Independent-sample t-test” was also used to prove the hypothesis and it was found that $.05 t_{105} > 0.74$. The hypothesis is accepted. Therefore, simply stated, learners' preferences in language learning and their teachers' perceptions of those preferences do correspond. As such, a significant overall difference between learners' preferences and teachers' perception of those preferences cannot be claimed. (Table 5)

Table 5: The Difference between Learners' Preferences in Language Learning and Their Teachers' Perceptions of Those Preferences

Groups	n	x	SD.	df	t
Teachers	6	3.24	0.28	105	0.74
Learners	101	3.06	0.59		
Total	107				

4.4 LIKES

These sets of data show the top five items that have the highest means in learners' likes which are items 5 (Top 1); 10 (Top 2); 16 (Top 3); 9 (Top 4); 4 and 12 (Top 5) and those that possess the highest means in teachers' perceptions of their learners' likes are items 9 (Top 1); 11 (Top 2); 2 and 10 (Top 3); 7 and 15 (Top 4); 3, 5, 6, and 17 (Top 5). It is interesting that both groups do match each other in items 4, 5, 9, 10 and 12. (Table 6).

Table 6: The Top Five Ranks of Learners' Likes in Language Learning and Their Teachers' Perceptions of Those Likes

Rank	Teachers	Learners
1	Item 9: Participating in language games and songs (4.67)	Item 5: Doing instructor-directed activities (3.93)
2	Item 11: Working in pairs (4.50)	Item 10: Working in small groups (maximum 5 students) (3.72)
3	Item 2: Going to class on time (4.33) Item 10: Working in small groups (maximum 5 students) (4.33)	Item 16: Doing listening activities (tape/teacher speaking)
4	Item 7: Participating in class discussions (4.00) Item 15: Doing written exercises, e.g., gap filling, sentence correction, matching (4.00)	Item 9: Participating in language games and songs (3.54)
5	Item 3: Sitting in front so I can hear the teacher (3.83) Item 5: Doing instructor-directed activities (3.83) Item 6: Preferring a teacher who calls on us to answer (3.83) Item 17: Looking up new words in a dictionary (3.83)	Item 4: Taking notes in a notebook during class (3.49) Item 12: Listening to others using English in class (3.49)

4.5 DISLIKES

As is shown in the table 7, the top five items that have the lowest means in learners' dislikes are items 8 (Top 1); 21 (Top 2); 22 (Top 3); 18 (Top 4); and 23 (Top 5) and those that possess the lowest means in teachers' perceptions of their learners' dislikes are items 13 (Top 1); 1 (Top 2); 14, 18 and 23 (Top 3); 22 (Top 4); 8 and 21 (Top 5). It is also interesting that both groups do match each other in items 8, 18, 21, 22, and 23.

Table 7: The Top Five Ranks of Learners' Dislikes in Language Learning and Their Teachers' Perceptions of Those Dislikes

Rank	Teachers	Learners
1	Item 13: Talking to classmates in English in class (1.67)	Item 8: Giving individual oral presentations (1.99)
2	Item 1: Studying the lesson before going to class (1.83)	Item 21: Working independently instead of in groups (2.11)
3	Item 14: Self-correcting when realizing that I made a mistake in speaking (2.00) Item 18: Always skipping a word that I don't know (2.00) Item 23: Preparing for exams step by step, not the night before (2.00)	Item 22: Looking over my notes after class (2.21)
4	Item 22: Looking over my notes after class (2.17)	Item 18: Always skipping a word that I don't know (2.49)
5	Item 8: Giving individual oral presentations (2.33) Item 21: Working independently instead of in groups (2.33)	Item 23: Preparing for exams step by step, not the night before (2.50)