ENGLISH LANGUAGE LEARNING IN SELF-ACCESS CENTRE

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Chandra Prakash Adhikari

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 26/06/2012   …………………

Chandra Prakash Adhikari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Chandra Prakash Adhikari has prepared this thesis entitled "**English Language Learning in Self-Access Centre"** under my guidance and supervision.

I recommend this thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

This thesis is dedicated

to

my father **Khageshwor Adhikari** and my mother **Guma Kumari Adhikari**.

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ABSTRACT

This research work entitled "English Language Learning in Self-Access Centre" is an attempt to investigate and analyze teachers' perception on SAC learning and students practice on SACs learning. In this study, I explored students' self-learning independent endeavor for autonomous learning outside the dependent and teacher quite classroom practices. Furthermore, I analyzed teachers' perception about students' self practices on SACs learning. It is a qualitative inquiry, based on multi-method approach, descriptive and narrative analysis of the data. I collected data from two secondary schools of Kaski and Parbat district by using questionnaires for 40 students and interview for 4 teachers. The data were interpreted narratively. The findings of this research showed that the students' endeavour of independent learning helped their classroom learning and teachers were positive on them. Students did not read in the SACs but they developed all four language skills as well as aspects of language.

This study consists of four chapters. The first chapter provides theoretical input for independent self-access language learning in self-access centre using access-self materials learning. Similarly, the second chapter deals with the research methodology adopted for the study in which the sources of data, sampling procedures, tools for data collection, processes of data collection and limitations of the study are included. Likewise, the third chapter deals with descriptive analysis of students practices of SAC learning and teachers' perception on them in two schools. These are based on questionnaire for students and teacher interview. This chapter uses empirical evidence on teachers' attempts to modify students' dependent learning and their own self-learning in schools' SAC. The fourth chapter deals with the research findings and recommendations based on the analysis and interpretation of the data. This chapter is followed by reference and appendices.

TABLE OF CONTENTS

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LIST OF SYMBOLS AND ABBREVIATIONS

%	percent
&	Ampersand
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
etc.	et cetera
i.e..	That is
INSET	In-service Teacher Training
IT	Information Technology
LTO	Language Teaching Organization
No.	Number
OUP	Oxford University Press
p.	Page
pp.	Pages
PRESET	Pre-service teacher Training
S.N.	Serial Number
SA	School A
SAC	Self-access Centre
SALL	Self-Access Language Learning
SB	School B
SLA	Second Language Acquisition
TU	Tribhuvan University

CHAPTER ONE
INTRODUCTION

This study entitled "English Language Learning in Self-Access Centre" begins with background of study. It attempts to describe self-access centre and independent learning. It also consists of learner autonomy, methodology of the proposed study.

1.1 General Background

The learning of English is often described as a difficult task in our context, but not an impossible one. However, increasing interest in learning English is now being focused on the relationship between choices of learners, learner motivation and availability of the materials with their use.

The published materials, developing technology and increasing interest in learning the English language have established the certain status of ELT institutions and courses. In most of the EFL/ESL contexts, content is taught and learnt in English medium in the academic course. In course of teaching English in Nepal, teachers feel uncomfortable in teaching English because they themselves describe it as a difficult subject; and students pay less attention thinking it as difficult subject and take less responsibility in learning English to make them autonomous learners. Then, they are able to take responsibility for their own learning which promotes the quality of learning. Hsieh (2010, p.1) states "Application of the learner autonomy theory has been widely practiced in various areas of language teaching and learning". Similarly, following Cotterall (l995) autonomy in language learning is a desirable goal for philosophical, pedagogical and practical reason. Many learner centred programmes claim to be learner centred,

individualization learning or supportive learning to promote such types of practice of independent learning that requires a lot of access of self learning materials, resources and ability to use them. Thus, we can say that the roles of promoting learner autonomy in English language learner play the crucial role by teacher and practices of institutions for providing them the materials for self-access. Learner autonomy is an approach to learning in which students take some significant responsibility for their own learning inside or outside the classroom instruction. Hence, autonomous learning takes place only when a learner gets access of self learning material. Self-access refers to a learner's direct access to language learning resources insides and /or outside the school. It involves learners in making decisions on learning objectives, learning strategies, materials, pacing, time, place learning enables learner to design and organize the materials independently. Self-access learning resources can be inside or outside the school. The inside schools includes libraries, Self-Access Centres (SACs), teachers and friends. However, Nepalese EFL language learners may not have such opportunities of access if self-access contexts even libraries in all contexts. However, they have the access of books, newspaper, articles, and journals, inside or outside the school. Their access of materials and use of them automatically influence their linguistic ability. In most of the cases, the collection of English newspaper, books, articles, poems, novels, dramas are found most of the schools in their library. Students go there in their leisure time or even teachers take them in such libraries. Following Lazar (2009, p.179) literature self-access centre are the places where learner have the access of poem, drama, novel, etc. They may locate at the corner of the classroom or the separate rooms in a library form, literature self-access centre and students

use these materials according to their nature, time, and places with or without the teacher's guidance.

In self-access, learners have own control of the learning process. It is thought that in classroom learning, the control of learning is in the hand of the teacher. Following Cotterall and Reinders (2001) the importance of independent learning has resulted in the creation of SACs in many language teaching institutions. They define,

Self-access centre consists of a number of resources in the form of materials activities and support and usually located in one place and is designed to accommodate learner of different levels, styles, goals and interests. It helps to develop learner autonomy among its users. Self- access language learning is the learning that takes place in a self-access centre (p.3).

Self-access language learning is an approach to learning language where the learner takes responsibilities of their own learning than in the teacher directed setting. It has the potential to promote learner autonomy. Learner autonomy is self-directed learning. Autonomous approach to learning, learning directed towards the establishment of self-access resources centre. It increases the attention of independent learning.

The concept of independent learning is still now to teachers and students. Independent learner should be provided with support and learner training to access of materials. In some cases students get the access of materials and study them themselves.

1.1.1 Independent Learning

The final goal of independent language learning is to provide the self-access materials to the students. In independent learning, interests and motivation play a crucial role to develop their learning ability. Edith Chinese University

of Hong Kong (CUHK) (1994, p.162) finds out the three essential requirements of independent language learning materials. They are:

⟩ Materials must be in interesting and challenging

Self-access materials in self-access centre must be interesting and challenge arousing. It means materials should not be duplicate what the students have their already been doing for so many years past.

⟩ Materials must be relevant

The materials prepare for independent learning should match the students interests and their future needs. If they lack relevance of learner's needs and abilities they may not applicable and students may not select voluntarily. It will be difficult to persuade them to come again.

⟩ Materials must be varied indeed

Students learning style and situation of learning varied context to context. So, the collected materials for independent learning should offer the best ways to learn.

Independent language learning can be integrated into classroom activities and self-access language learning centre is a supplementation of classroom learning. Independent language learning may be out of the classroom learning but it provides of the essential supports of classroom learning. Independent learners are motivated to solve their problem themselves independently which is possible in self-access centre. Anyway, independent language learning and study in self-access centre is not identical.

1.1.2 Learner Autonomy

The concept of learner autonomy has been the centre of many discussions in the language education field. There are other concepts denoting to learner

autonomy such as self regulation, open learning, self management, self learning or self directed learning. It also includes independent study, self instruction, self education and autonomous learning. Learner autonomy simply refers to learner's ability of taking one's own responsibility. The definition of autonomy is broad concept and can range from taking responsibility for one's own learning to having total control of learning own self.

Learner autonomy emphasizes that the autonomy of learner approach to learning rather than method of teaching. Hsieh (2010, p.12) states "An autonomous learner can participate in classroom as well as self directed learning modes". To compensate for limits of classroom time and to boost the chances for successful language learning and acquisition, students need to encourage developing their own learning strategies. They become autonomous learners. Attitude of self directed learning are frequently conditioned in the educational culture in which students have studies. The more enthusiastically the learner spent more time learning on their own and they felt more positive about themselves about their learning. Teacher can help to promote learner autonomy. Harmer (2008, 315) says "Learner autonomy is important teachers do to try to promote autonomy learning". Thus, learner autonomy is an important concept in SLA which refers to the management of own afford as opposed to a situation. It is subjected to decision and control by some outside body. Such autonomous learners operate independently classroom, teacher or textbook.

Similarly, the concept of autonomous learning is described in Hedge with the notion of self determination. The individual learner can reflect make choices and arrive at personally constructed decisions. Adding the concept

of self determination sense reflecting, calculating, memorizing, predicting, judging and deciding, Hedge (2010, p.82) says, "This implies that the learners should not be passive recipient of knowledge but should use their ability for judging and deciding to take more responsibility for their own learning" .

Learner autonomy achieved through strategic training. We can enable each individual to come with autonomous stage in his/her circumstances. Dafei (2007, p.7) says, "Students learning profiling have been shown to be influenced by learner autonomy". Autonomous learning influences English proficiently of the students. There are differences of achievements among the learner who are autonomous.

1.1.3 Self-Access Centre

Self- access centre refers to design and organization of resources in a way that facilitates independent learning. SAC is the collection of materials for Self-Access Language Learning (SALL). SALL is often treated as a synonymous for self directed and autonomous learning. Hence, SACs are final components for promoting autonomy in language learning. In this connection, Gardner and Miller (1999, p.8 as in Hsieh 2010, p.31) define self-access as "A way of encouraging learner to move from teacher dependence towards autonomy". They view that in SAC learners can independently work and take their learning responsibility to their own. However, SAC can have teacher directed activities and materials. The concepts self-access learning and learner autonomy generally view that they are confusing term. No doubt, there is a close relationship between them. Learner autonomy is a technique of learning not teaching, but self-access

refs to independent learning where different types of materials are available. They are the final goal of learner autonomy.

SACs are designed to promote autonomous or self directed language learning in students. They are located in a room with equipment, and materials that students access and used their own. In SAC, a guide is available to help students when they need it. Imply and Underhill (1994, p.116) define "A self-access centre is a resources of learning materials to which students can have direct access, without the mediation of a teacher or other member and staff". Thus, we can say SACs are educational and essential for learning not teaching.

SACs can be considered as a library even if modern SACs are well equipped with many modern electronic materials or technology. In SAC, students get much more freedom in how they work as they are not decided by the teacher everywhere. They are like a library and have a number of materials to CD's and other audio, to DVD's and other videos to any number of computerized materials. Most of the SACs are located in school setting in which language learning is the central goal. Jones (1995, p.228) claims "These days a self-access centre-referred to be an individual or independent learning centre along other variants often provides computers and videos in addition to standard display of books, kits, worksheet audio-equipments and so on". Similarly, Hsieh (2010, p.29) says "Resources of various types include print materials, computer, technology media learning software and satellite programme". These people view that SACs are such places where materials are well equipped to the learners according to their interest. Thus, we can say that SAC contains different materials to promote learner autonomy.

SAC provides the learner self-access facilities. Following Hedge (2010) the facilities a self-access centre might contai

- Using a CALL
- Using written text
- Using listening cassettes
- Using the libraries
- Using radio and TV
- Using a grammar bank
- Using a language game
- Using exam materials

To promote these self-access facilities, SACs contain various types of materials.

The view of McGrawth (2008) is not different from these writers .They view that language library or language lab itself is not SACs. They are just a lab or the library. Anyway, the SAC is an English language learning centre which aims to help students with four language skills. The SAC has tailored its services and facilities in order to provide the students alternative way to learn English. The way they discuss, all the SACs are not identical. Hedge (2010, p.147)h says, "Self-access resources can vary substantially from one institution to another". However, the purposes of SACs are identical. Their aim is to promote learner opportunity for self directed learning and promote learner autonomy. Hedge (ibid) says, "The ultimate aim of self-access facility is that eventually learners will be able to use it in their own way, according to self formulated goals, with strategies for monitoring their own progress". Hence, SACs are the learning centres where learners learn autonomously or independently.

1.1.3.1 Characteristics of Good Self-Access Centre

The alternatives of classroom learning are called open learning/self-access learning. In SACs students can work themselves with the materials which are found in them. Harmer (2008, pp.404-406) has given the following characteristics of a good SAC.

) Classification system

The materials of the SAC have preponderance of books and paper materials on bookshelves in files or in boxes. These materials should be clearly classified by skill, activity or level. Such classification can be labeling with color or coding to make accessible to the learners.

) Pathways

Once students have completed an exercise, they can be given suggestions about where to go next. Students may have problem where the things are. Then, teacher should instruct to them helping to use centres successfully. Assistant teacher should direct the new pathways helping approximately.

) Training students

Students may not have proper knowledge about how to use Self-access materials in the centre. In such cases, some teachers provide training classes giving students clear tasks. When students have been trained to use a SAC, they will benefit from the help of assistant and teacher.

) Making self-access appropriate for students

SAC has a group of individual students sitting apart from each other in silence (often at a computer screen) working profitably and autonomously. So, SAC should use appropriate style to comfort to the students. However, noise may be tolerable. The materials of SAC should

design carefully and they must be culturally appropriate. This guarantees the involvement of the student in learning because they relates to their needs and fits.

⌡ Keeping interest going

Student's motivation in SAC encourages them to use SAC by themselves. For this, teacher can give feedback sheet to fill in after every activity. Getting students involvement in evaluation of SAC, teacher can arouse student's involvement to use materials becomes useful for such activity.

1.1.3.2 Materials for Self-Access Centre

The goal of SAC is to promote independent learning out of the class. The self-access materials should fit to the students interest and learning. There are many possible resources of materials in SAC. Imply and Underhill (1994, p.117) listed these possible materials:

⌡ Published EFL self-access materials

⌡ Published EFL class textbook adopted as necessary (e.g. Drill and listing exercise)

⌡ Non EFL educational materials for secondary schools or company sponsored specific educational materials

⌡ Authentic materials, adopted

⌡ Authentic materials, raw (including newspaper, magazine, TV)

⌡ Homemade materials

More specifically saying, the possible materials in SAC are course books and supplementary books, listing cassette in general, pronunciation activities, dictation, recorded news bulletins (audio/video), authentic

materials, all homemade materials reference books, EFL publishers' series, computers, ELT software, etc.

Similarly, McGrawth (2008, pp.147-149) categories the probable materials in SAC. They are:

⟩ Published materials

There will be the books for reading schemes. There is likely to be a special 'library' section containing reference materials such as dictionaries, grammars, advice on language learning, text practice materials. He views that in better published resource material specially intended for use by learners working independently.

⟩ Authentic materials

The materials which are specially designed for learning purpose are also set in SAC for purpose of learning. Following Gardner and Miller as cited McGrawth, SACs contain newspaper, magazines, user manuals, leaflets and brochures, foreign mission information, materials for international companies and airlines, letters, faxes and emails, videos and songs, recorded lectures and speeches are authentic voices of nature speakers. The crucial thing is that permission should be taken to adopt authentic materials for supplementation. The managing way to them is a catalogue system is appropriate.

⟩ Adopting and supplementary published materials

The centre is also likely to contain supplementary materials that has been adopted and supplemented in places of authentic and especially designed course book. For adapting them, permission to take should not be forgotten. All the book and references are not suitable for independent

learning. These materials can be placed by adapting the materials according to the needs of independent self reading and evaluating.

⟩ Specially prepared materials

All the published and authentic materials are not suitable for self learning. These materials may not permit for adopting them. In such cases, we can design our own material that might suit different learners for independent learning in an SAC. Self-access materials can go beyond familiar format. Sheerin (1989 as cited in McGrawth 2008, p.149) activity type represent these materials include:

⟩ Practices/testing, e.g. exercise, dictation cloze task

⟩ Learning awareness raising activities, e.g. discovery tasks, information guides study guides

⟩ Reflective/creative activities, e.g. reactive listening book reviewing, story writing

⟩ Social/peer marching activities e.g. communication task

These materials may bring the learners involvement. The other issue is learner that can contribute to the developments of self-access materials through their feedback. The designed criteria of such self-access materials have been proposed by Sheerin and Dickinson. The characteristics of such materials listed in McGrawth (2008, p. 150) are: clearly stated objectives, clarity of instructions, attractive presentation, clear lay out and pathways, manageability and feasibility, support, advice, worthwhile, feedback and believe and variety.

However, so called well designed self-access material have enabled the learner to work on what they need to their own time and place without reference to teacher. Tomlinson (1998) says:

> Most of the self-access materials have consisted of the control or guided practice activities which have used closed, multiple choice, gap filling matching and transforming activities to facilitate self marketing and focused feedback. Such activities can usefuly contribute to the developments of explicit declarative knowledge….The opportunities have been lost to help to develop procedural knowledge of language and also that self-access materials have made little contribution to the development of implicit knowledge (p.320).

This view reflects that self-access materials may not encourage potential value of experiential learning offering responsibility and choices to learners. The designed materials should facilitate experiential learning and providing opportunities for different learners who have different style of learning. These materials should provide opportunities for choice and helping the learners to take responsibility for their own learning. To make self-access materials in this connection Tomlinson replaces access self activities in place of self-access activities to these materials. Following Tomlinson (1998) the principle of access-self materials are:

⟩ Provide exposure to authentic English

⟩ Facilitation of interaction in reading activities

⟩ Focus on representative activities

- Production activities involve the use of target language in order to achieve situational purposes rather than practice specific features
- Opportunities are given to make choices which suit their linguistics level, preferred learning style, time and place
- Formative feedback
- Encourages learners thinking and learning process
- Suggestions for individual follow up activities are at given at the end of each unit

Thus, the possible self-access material gives the learners the responsibility of deciding what and how much to do and ask the learners open-ended questions. They encourage experiential learning companying previous learner answers rather than imposing answer by teacher. These materials set open ended activities and ask think-question to make use of creative writing. These materials provide learners a pile of feedback.

1.1.4 Learner Autonomy and Self-Access Language Learning

Following Gremmie and Riley in Cotterall and Reindeers (2001, p.3) self-access learning have been in existence since the late 1960s. Self-access has a belief in the importance of independent learning has resulted in the creation of SALL centres in many language teaching institutions. SAC consists of a number of resources usually located in separate room(s) or corner of the classes. It is designed to accommodate learners in different levels, styles, goals and interests SALL is the learning takes place in is SAC.

Gardner and Miller (1999) define SALL in relation to the development of learner autonomy. They see SALL as "An approach to learning language" (p.8). However, some others view that it as leaving in which students take

more responsibility for their learning than teacher directed setting. Cotterall and Reindeers (2001, p.2) say, "Self-access language learning aims to develop learner autonomy". They view that SALL promote learner autonomy in various ways. It provides facilities to allow learners to peruse their own goals and interest while accommodating individual differences in learning styles, level and place of learning. The resources in SACs have the potential to raise learner awareness. SALL may bridge the gap between classroom learning and outside real world practice. These things are crucial for learner autonomy. Cotterall and Reindeers (ibid) say "SALL can promote learner autonomy of learners who prefer or are obliged to learn without a teacher by supporting their learning in the absence of an organized language course". In this connection, it encourages student to move towards autonomy. Autonomous learning needs to help for all classroom procedures.

The question arises how autonomy can be achieved through self-access. Any way self-access requires some degree of autonomy. So, it is difficult to find out which come first as saying 'the egg or the chicken'. Pointing out the idea of Cotterall and Reinders that autonomy is the goal of self-access. But, Nunan in Joshi views "autonomy did not need self-access". However, they both can bridge the gap in between them. Self-access can make the contribution to develop autonomy but it is not only route of this goal. This means autonomy without self-access is possible and autonomy through self-access is an approach to learning a language.

Learner autonomy, on the other hand, would helpful to goal language learning and practices of teaching. Teacher can enhance learner autonomy by training and providing the access of self materials to the learners. It is the way to give more responsibility to the learners cultivating positive attitude.

These attributes motivates the learners to the success and getting opportunity to acquire language proficiency. That means both self-access and learner autonomy are important for the learning process than language teaching.

1.1.5 Learner Autonomy and Self-Access Centre

In recent years SAC has grown rapidly reflecting increasing interact in SALL. SALL is often treated as a synonymous for self directed or autonomous learning. There is a close relationship between SALL and autonomous learning.

Grander and Miller (1999 as cited in Hitch 2010, p.31) define "Self-access as a way of encouraging learner to move from teacher dependence towards autonomy". They see SALL as a learning environment in which learner take responsibility for their learning and work towards autonomy. Similarly, Hedge believes on the same statement. Teacher role is crucial to develop learner independent learning in their self-access environment. Classroom training has a crucial effect to promote learner autonomy or self directed learning remaining in SAC. In this connection, the aim of learner training framing by Hedge (2010, p.85) becomes important.

Specially, literature has documented various kinds of SACs. There is close relationship between SAC and student's independent learning. Students get opportunity of learner autonomy in the SAC's learning environment.

SACs are designed and organized differently depending on pedagogic aims. SALL is one of the self-access approaches to learner autonomy. Self-access learning focuses on the learner independent interaction with learning resources in SACs.

1.1.6 Literature Self-Access Centre

An SAC is like a library in that it is essentially a material resources are housed in separate room(s) or the corner of classroom. However the materials in a SAC will probably need to be specially prepared. To support this issue McGrawth (2008) says:

> There is likely to be a special 'library' section containing reference materials such as dictionaries, grammars, advice on language learning, there may be test practice materials; in better resources centre, there may also be listening situation, where students can use the tapes that accompany course books or supplementary skills focusing on listening, radio, books and computer with a choice of software (p.147).

An SAC should have a comfortable reading room with listening centres. Imply and Underhill (1994, p.117) say, "It does not have to be a huge multimedia room". Similarly, Lonergon (n. d.) says,

> In languages, the library modes of self-access is widespread , at there are evident difficulties in transferring this experience to self-access language centres….the new media in self-access centre may not

appear to lend themselves to activities which have the same import as
current library mode self-access does (p.119).

This means SACs are different from disciplines to disciplines. The
management of self-access learning most ensures the independent learning
that open to learner's way to learn when they have to time to attend. The
self-access learning centres established to attempt to provide good learning
environment. It means additional outlay on fitting carpets, wall decoration or
better lighting. All learners may not have equal knowledge about modern
technology. The teacher should manage about this issue. However, these
centres should have the following categories of materials:

-) Language practice materials
-) Materials where language is presented as a model
-) Materials for input into discussion or project
-) Materials for learner's enjoyment or entertainment

To work in self-access mode successfully learners need to highlight the
sense of self awareness. Learners need to monitor their learning through a
process of self assessment which may also be new to them. Learner should
record of their work and their progress being in the mind objectives.

The way of encouraging students to enjoy by themselves is by making use
of literature self-access centres. Lazar (2009, p.179) defines, "A literature
self-access centre is a library or small collection of text for students to read
in their own with minimal supervision. Reading can be done either in class
time or for homework". To set a literature self-access centre requires
planning the resources. Following Lazar (ibid) the SAC could consist of:

) Literary text such as novels, plays, short stories, anthologies of poetry and/or graded readers in a school library, from which students are encouraged to borrow on a regular basis.

) A box or file of literary extract, short stories and poems kept in the classroom and from which students select and borrow text.

) A small collection of the books (novels, short stories, collection and from which students borrow regularly).

) A collection of video recordings of plays or films based on novels, and audio recording of literary text which students are encouraged to work through on their own perhaps after reading the original literary text.

The role of learner is to borrow the literary text to read for and by themselves. The reason behind using literature self-access centre is that it provides students with a choice of literary text to listen or to read. Literature self-access centre promotes students language acquisition with enjoyment. This makes to help learner to become more self confident and independent as learners.

The role of learner is to select literary text and borrow it to read. Teacher helps to select the text or the librarian or class teacher gives valuable suggestions. Following Lazar (2009) students can get help from the class teacher/ liberian to select the text. Students are free to use literature self-access section of the library at any time in some context. This actually does not match the entire context equally. However, students of EFL context gets help and can develop their language skills with the help of literature self-access centres

.

1.2 Review of Related Literature

Among the different aspects of learning process independent or self-learning is crucial. Effective learning takes place only when the learners can play effective learners roles. In other words, learning will be effective when student can take their responsibility of learning themselves. Independent learning takes place when we have the facilities of self-access resources in SAC. However, in many EFL/ESL situations, the growing interest in learner autonomy. The final goal of autonomy is possible when SACs are available in our EFL context or language learning context. No doubt learning in SAC taking it responsibility is crucial and supportive for classroom learning and teacher teaching as well even if it is not directly associated with teaching context. Thus, self-access or literature self-access centre play a crucial role in English language learning and teaching.

Poon (1986) conducted a research entitled "Developing Materials for Independent Learning". His objectives were to link materials with independent learning and to find out perceptions of foreign learners towards independent learning. He found that teachers set various activities and linked them to the SACs activities of the students. Student uses of SACs resources included doing exercise assigned by teachers previewing the next class and preparing for language test.

Dafei (2007) carried out a doctoral dissertation entitled 'Exploration of the Relationship between Learner Autonomy and English Proficiency'. His main objective was to find out the relationship between learner autonomy and self-access centre. He found that there was close relationship between learner autonomy and language proficiency. The result of the study indicated that student's proficiency was significantly and positively related

to their learner autonomy. He also found that there are significant differences among the students learner autonomy when their English proficiency is significantly different.

Similarly, Hesieh (2009) conducted a doctoral research entitled 'Self-Access Centre and Autonomous Learning: EFL College Students' Motivations, Activities and Perceptions at Learning Effectiveness'. The objective of his study was to investigate EFL students' learning experience at an SAC. He explored student's independent learning at the SAC by investigating the relationship between student autonomy and SAC use. He found that many educational institutions have set up SACs few implement language programmers to encourage use of SACs for class related learning. Most of the resources were found underused.

Joshi (2010) carried out a research entitled, "Learner Autonomy: A Case of M.Ed. Students." His quantitative case analysis of M.Ed. students aimed to investigate the autonomous activities of students in learning English. He used questionnaires for students of M.Ed. and interviews for teachers who taught them as the tools for data collection. He found that more than 80% of the learners were aware of their learning goals and learning in English and around 70% of the learners do a lot of self-effort to improve and enhance their learning. Learners used other activities rather than classroom learning to promote their learning English. Majority of the learners used reference books and few learners used modern technology while enhancing their learning in English.

The above mentioned books and research works are related to learner autonomy, independent learning. According to my knowledge, no research work has been carried out on self-access centre and learning. So, this is only

my attempt to study student's self- learning in self-access centre. That is why, this study is different from others studies.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To find out self-access learning activities of the students in

self-access centre.

ii. To find out teachers attitudes towards self-access centres.

iii. To list some pedagogical implications.

1.4 Significance of the Study

Previous studies examined the role of depended learning, in the classroom or learning with teachers. Foreign language learning can take place without or little help of the teacher. I want to explore the students learning activities in self-access centre to develop linguistic proficiency in English. It is expected that the research will be useful especially to the person who is interested in doing research in any fields of self-access learning or SACs. Likewise, it is useful for the teachers and the students who are teaching and learning in the classroom. Similarly, it is equally useful to materials developers who can develop access-self materials if they go through this research. They can make the students accountable with the help of the especially designed materials. Similarly, this study will be useful to the teachers who want to make their students more accountable to their learning. It is also useful to the administrators, ELT mangers or LTOs to make known about the learning issues.

CHAPTER TWO

METHODOLOGY

This study investigated the EFL students' self learning activities, self-access learning centres which help learning to the students of our context. So, to accomplish the objectives of the study, I adopted the following methodologies.

2.1 Sources of Data

I mainly used primary sources of data to accomplish the intended objectives of this study. However, data were collected by using both primary and secondary sources of data. To collect the intended data, I used both the primary and secondary sources of data.

2.2.1 Primary Sources of Data

The primary sources of data of the study were the teachers and students of English of Shree Namuna Secondary Boarding School and Gaurishankar Higher Secondary School of Parbat and Kaski district.

2.1.2 Secondary Sources of Data

Various books, articles, journals like Shreen (1989), Edith (1994), Jones (1995) Cotterall (1995), Tomlinsion (1998), Cotterall and Reinders (2001), Hedge (2004), Dafel (2007), Harmer (2008), McGrawth (2008), Lazar (2009), Hedge (2010), Joshi (2010), Joshi (2012),etc. In addition to them, I used various articles, reports, the websites related to SAC and the worksheets, books, articles, journals, magazines of which are found in self-access centres.

2.2 Sampling Procedures

For this study a sample of 40 students and 4 teachers were selected from Shree Namuna Secondary English Boarding School and Gaurisankar Higher Secondary School of Parbat and Kaski districts. They represented the (private) English medium school from semi-urban and (public) Nepali medium school. Two English teachers from each school were selected purposively and students from class nine and ten were selected by using random sampling procedures.

2.3 Tools for Data Collection

Regarding the use of tools for data collection, I used mix-method design. Questionnaire with closed- ended questions were administered and semi-structured interviews were used to collect the data. Questionnaire was administered to the students to find out their activities for independent learning in self-access centre. Questionnaires for students were helpful to obtain the data for my first research objective. Similarly, I adopted semi-structured interview with two teachers of English of each school. I adopted group interview to obtain the data of my study.

2.4 Processes of Data Collection

The following processes were used in order to collect the primary data.

-) I went to the field and askd for permission then explained the purposes and processes of the study.
-) I distributed the questionnaire to the students and fixed time and place of interview to the teachers.
-) I collected the questionnaire form from the students.

⟩ I interviewed the teachers to collect intended data for my study.

2.5 Limitations of the Study

This study had the following limitations:

⟩ It was limited to two schools of Parbat and Kaski districts.

⟩ It was limited to secondary level of students and English teachers who teach them.

⟩ This study was limited to the students' endeavours of learning English.

⟩ The tools were the questionnaires and interview schedule.

⟩ Only the self-access learning activities of students were focused with teachers' perceptions on them.

⟩ The study was limited to students and teachers and their self-access learning.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

I collected information about students' practices of learning in self-access centre and teacher's beliefs about self-access learning in self-access centres. This information was drawn from the teachers and students. The data were collected by using questionnaire for students and interview for teachers. I presented, described, analysed and interpreted the information gathered from students and teachers. This means the collected data were analysed by using quantitative and qualitative approach.

The following are the headlines into which the process in this chapter has been practiced.

〉 The reality of SAC

〉 Students responses on learning practices in SAC

〉 Teachers' attitudes towards SAC learning

3.1 The Reality of SAC

I collected first hand data from the field. I visited each school of Kaski and Parbat district viz. Shree Gaurishankar Higher Secondary School of Kaski and Shree Namuna Secondary Boarding School of Parbat.

Shree Gaurishankar Higher Secondary School is a government- aided school. This school has a self-access centre but it was unable to provide computer facilities and listening booths to independent learner. This school has a SAC as a library. I visited there and I found that many students were studying in SAC at their leisure period. They added to me that most of the

time they studied Nepali story books and some Nepali songs to read and listen some text from cassette player.

The other school, Shree Namuna Secondary Boarding School is located in Parbat district. This is a private English medium school. This school has a SAC with a big hall. It had provides the facility of computer and some listening booths. But, these booths were not sufficient for the learners who wanted to read independently. There is a small collection of books in the corner of each classroom in this school. Students spent a short leisure time by reading the books from the shelves of their classroom. If they have a long leisure time and if they wanted to use their library (SAC) of their school, they used to visit independently and study there. They called it to me a 'school library' and corner books shelves as 'class library'. They told me that they had a monitor in each class. All the students of the particular class asked the monitor for permission to borrow the books of their class library. They had CDs, DVDs and cassette player in each class library. They borrowed them from monitor and used them to listen in school library or listening booths. They further told me that they could use the books and exercise sheets from school library which were not found in their class library.

3.2 Students Responses on Learning Practices in SAC

I used questionnaires as the tools to collect the students' practices of independent learning in SAC. The questionnaire was related to my first research objectives. I used both closed ended and open ended questions to collect the indented objectives from the students who were studying in the selected schools. Question numbers 1 to 10 were closed ended questions and the other 1 to 6 questions were open ended questions. In closed ended

questions, the likert scale was adopted in the study. The responses has been coded by assigning the numerical values 1, 2, 3 and 4 for the responses for strongly disagree, disagree, agree and strongly agree respectively. The data has been summarized using the descriptive statistics (frequencies, percentages, mean and mode) in the table. The open ended questions were presented and described descriptively and narratively.

The questionnaires were given to the students of class 9 and 10 selecting using random sampling procedures. The total numbers of students were twenty in each school. Their responses of the questionnaire of had been described and analyzed in the subsequent sections.

) **Use of Self-access Centre**

Table No. 1

Use of Self-access Centre

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	Our school library enables me to keep the	SD (1)			3.20	20
		D (2)				
		A (3)	16	80.0		
		SA (4)	4	20.0		
SB	track of my language learning.	SD (1)	3	15.0	2.90	
		D (2)	1	5.0		
		A (3)	11	55.0		
		SA (4)	5	25.0		
Total		SD (1)	3	7.5	3.05	40
		D (2)	1	2.5		
		A (3)	27	67.5		
		SA (4)	9	22.5		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 1 shows that the participants were asked a question whether self-access learning enables them to keep the track of their language learning and the answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode response was agree (3) and the mean was 3.20, which is between agree and strongly agree. Thus, the majority of the students i.e. 80% of the total agreed that self-access centre enabled them to keep them in track of their language learning. Only, a few numbers i.e. 20% of them strongly agreed about the issue. But, none of them disagreed. This means their school's self-access centre helped them to learn English language outside the classroom.

Similarly, from the data abstracted from SB, the mode response was agree (3) and the mean was 2.90, which is between disagree and agree. The majority of the students i.e. 55 % (n=11) of the total agreed and 25% (n=5) of the total informants strongly agreed. Thus, the total agreed percentage was 80% (n=16). However, in the same case, 15% of them strongly disagreed and 5% of them disagreed. The total disagreed respondents were in 20%.This was not found in SA. This clearly showed that the students who were using their course in English medium were stated that self-access centre enabled them to keep track to them for English language learning.

From the overall informants, the most frequent rating from 27 (67.5%) participants, the arithmetic mean response was 3.05, which is between "agree" and "strongly agree". 22.5% (*n*=9) had strongly agreed that the library learning keep them track of the language learning. Only 7.5% (*n*=3) strongly disagreed and 2.5% (*n*=1) disagreed about this issue. This revealed

that majority of them agreed that their self-access learning help them to keep a track of their language learning.

〕 Borrowing Books from the Self-access Centre

Table No. 2

Borrowing Books from the Self-access Centre

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	I always borrow the books to learn from our library.	SD (1)			3.10	20
		D (2)	5	25.0		
		A (3)	8	40.0		
		SA (4)	7	35.0		
SB		SD (1)			2.30	
		D (2)	14	70.0		
		A (3)	6	30.0		
		SA (4)				
Total		SD (1)			2.70	40
		D (2)	19	47.5		
		A (3)	14	35.0		
		SA (4)	7	17.5		

〕 SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 2 shows that the participants were asked a question whether they always borrow the books from the library for self-access learning or not. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode response was agree (3) and the mean was 3.10 , which is between agree and strongly agree. Thus, the majority of the students i.e. 40% of the total agreed that they borrowed the books from the library. Only, a few

numbers i.e. 35% of them strongly agreed about that issue. But, only 25% of them disagreed. This means students borrow the books from the library for their self-learning.

Table No. 2. denotes that in SB the mode response was 'disagree' and arithmetic mean was 2.30, which is between disagree and agree. For this issue no students were found who strongly agreed and strongly disagreed. Majority of the participants (i.e. 70%, n=14) of them disagreed and an insignificant number i.e. 30% of them agreed that they regularly borrowed books from self-access centres. This showed that they did not always use self- access logs at school. From these data it appears to me that students used self- access centres for their independent learning.

From the overall informants, the most frequent rating from 19 (47.5%) participants. The arithmetic mean was 2.70, which is between "disagree" and "agree". 35.0% (n=14) had agreed that they always borrow the books from the library. Only, 17.5% (n=3) strongly disagreed that they always borrow the books from the library for their self-learning. From these data it becomes clear to me that majority of the students always borrow the books from the SAC.

) Using Audio-visual Materials in SAC

Table No. 3 shows that the participants were asked a question whether they liked to see the films, documentary, etc. living in the SAC in their school or not. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was strongly disagree (1) and the mean was 1.90, which is nearly disagree. Thus, the majority of the students i.e.. 45% of the total strongly disagreed and a quarter number, (i.e. 25%) of the total informant disagreed

that they used to see film or documentary in the school. Similarly, an insignificant number of the student i.e. 25% agreed and the minority of the informants i.e. 5% of the total strongly agreed that they used to see films and documentaries in the school. This indicated to me that the majority of the students did not used to see films and documentaries in the school.

Table No. 3

Using Audio-visual Materials in SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	I like to see film in our school library.	SD (1)	9	45.0	1.90	20
		D (2)	5	25.0		
		A (3)	5	25.0		
		SA (4)	1	5.0		
SB		SD (1)	14	70.0	1.75	
		D (2)	1	5.0		
		A (3)	1	5.0		
		SA (4)	4	20.0		
Total		SD (1)	23	57.5	1.82	40
		D (2)	6	15.0		
		A (3)	6	15.0		
		SA (4)	5	12.5		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

The table shows that in SB, the mode response was strongly disagree (1) and the arithmetic mean was 1.75, which is between strongly disagree and disagree. Thus, the majority (i.e. 70%, N=14) of them strongly disagreed and 5% of them disagreed that they like to see documentaries in their school library. However, 20% of the total informants strongly agreed and 5% of

them agreed that they like to see films in the school. This indicates that majority of them did not like to see film in school's SAC.

From the overall analysis, the most frequent rating from 23 (57.5%) participants, the arithmetic mean was 1.82, which is between "strongly disagree" and "disagree." 15.0% (*n*=6) had agreed and disagreed that they like to see film in the school library. Only 12.5% (*n*=5) strongly agreed about this issues. From the data abstracted from table No. 3, it was clear to me that majority of the informants disagreed that they used to see film in the SAC.

〕 **Reading in SAC**

Table No. 4

Reading in SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	I like to read staying in the library.	SD (1)			3.00	20
		D (2)	3	15.0		
		A (3)	14	70.0		
		SA (4)	3	15.0		
SB		SD (1)	4	20.0	3.10	
		D (2)				
		A (3)	6	30.0		
		SA (4)	10	50.0		
Total		SD (1)	4	10.0	3.05	40
		D (2)	3	7.50		
		A (3)	20	50.0		
		SA (4)	13	32.5		

〕 SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 4. Was meant whether they want to stay and read in the library or not. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was agree (3) and the arithmetic mean was 3.00, which is also agree. Thus, majority (i.e. 70%, N=14) of the total informants agreed that they like to read staying in the library. Similarly, 15% of them strongly agreed and the same number (i.e. 15%) of them disagreed to this statements. This showed that 85% of the informants agreed that they liked to use the self-access centres for their self-study. The minority i.e. 15% of the total did not agree that they like to use library.

Table No. 4 shows that in SB, the mode was strongly agree (4) and the mean was 3.10, which is between strongly agree and agree. Thus, the response for this issue was that 50% of them strongly agreed, 30% of them agreed and 20% of them strongly disagreed. But, no students were found who disagreed about this issue.

From the overall analysis, the most frequent rating was 20 (50.0%) of the participants. The arithmetic mean was 3.05, which is approximately agree. 32.5% (*n*=13) had strongly agreed that they like to read staying in the school library. The very insignificant number i.e. 10% of them strongly disagreed about this issue. Only 7.5% (*n*=3) disagreed about this issues. It refers that majority of them liked to read in self-access centre but others did not. The table shows that the majority of them liked to read staying in the school's self-access centre.

丿 **Selecting Materials in SAC**

Table No. 5 shows that the participants were asked a question whether their teachers help them or not to select the books in the school library and the answers were various within a scale of (1) strongly disagree, (2) disagree,

(3) agree, and (4) strongly agree. The table shows that in SA, the mode was agree (3) and the mean was 2.75, which is between disagree and agree. Thus, the majority of the students, i.e. 55% of the total informants agreed and 10% of them strongly agreed that they took help from their teacher to use self-access centres to select the books. The result showed that only minority of the informants i.e., 35% of them did not take help from their teachers to select the books from the self-access centre of their school. From the table it was reflected that majority of the students got help from teachers to select the books from their self-access centres.

Table No. 5

Selecting Materials in SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	Our teachers help us to select the books in the library.	SD (1)			2.75	20
		D (2)	7	35.0		
		A (3)	11	55.0		
		SA (4)	2	10.0		
SB		SD (1)	3	15.0	2.65	
		D (2)	5	25.0		
		A (3)	8	40.0		
		SA (4)	4	20.0		
Total		SD (1)	3	7.5	2.70	40
		D (2)	12	30.0		
		A (3)	19	47.5		
		SA (4)	6	15.0		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 5 shows that in SB, the mode was agree (3) and the mean was 2.65, which is between disagree and agree. If we observe table No. 5 the

respondents gave multiple responses in SB. This also refereed that 15% of them strongly disagreed and 25% of them disagreed, however, 40% of the total agreed and 20% of them strongly agreed. After observing the data it appears to me that students got help from teacher to select books from the SAC. Thus, it is transparent that all the students did not get help from teachers to select the books from the self-access centres.

From the overall analysis, the most frequent rating from 19 (47.5%) participants, the arithmetic mean was 2.70, which is between disagree and agree. 30% (n=12) had disagreed that they got help from their teachers to select the books in the SAC. The insignificant number i.e. 15% of them strongly agreed that they got help from the teachers to select the books from the self – access centres. Only 7.5% (n=3) strongly disagreed about this issues. This clearly shows that majority of the informants got help from the teachers to select the books in the SAC.

⟩ Use of SAC

Table No. 6 shows that whether they never go to self-access centre or not had investigated by this item and the answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was strongly disagree (1) and the mean was 1.35, which is between disagree and strongly disagree. The analysis of the responses showed that 75% (n=15) of them strongly disagreed and 15% of them disagreed that they never go to self-access centre for independent learning. Only the least number of the informants i.e. 10% of them stated that they never go to library. This implies that majority of the students (90% of them) used self-access centres and 10% of them did not use self-access centres for self learning. It can be concluded that students were practicing

self-learning outside the classroom or use self-access centres for their independent learning.

Table No. 6

Use of SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	I never go to library.	SD (1)	15	75.0	1.35	20
		D (2)	3	15.0		
		A (3)	2	10.0		
		SA (4)				
SB		SD (1)	18	90.0	1.30	
		D (2)				
		A (3)				
		SA (4)	2	10.0		
Total		SD (1)	33	82.5	1.32	40
		D (2)	3	7.5		
		A (3)	2	5.0		
		SA (4)	2	5.0		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 6 shows that in SB, the mode was strongly disagree (1) and the mean was 1.30, which is between disagree and strongly disagree. The majority i.e. 90% of the students strongly disagreed that they never go to library for their self-independent study in the SAC but 10% of them strongly agreed that they never go to library for their self learning. It appears to me that most of the students go to SAC for their autonomous learning if they find any self access centres in the area where they get to learn.

From the overall analysis, the most frequent rating from 33 (82.5%) participants. The arithmetic mean was 1.32, which is between strongly

disagree and disagree. 7.5% (*n*=3) had disagreed that they never go to library. However, only, the insignificant number i.e. 5% of them strongly agreed and agreed that they never go to library for self study. This clearly showed that most of the students used SAC for their self – learning.

〕 **Role of SAC for Classroom Learning**

Table No. 7

Role of SAC for Classroom Learning

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	Self-learning enables me to understand	SD (1)	2	10	2.45	20
		D (2)	7	35		
		A (3)	11	55		
		SA (4)				
SB	what I have learnt and what I cannot do in	SD (1)	2	10	3.35	
		D (2)	1	5		
		A (3)	5	25		
		SA (4)	12	60		
Total	the classroom.	SD (1)	4	10.00	2.90	40
		D (2)	8	20.00		
		A (3)	16	40.00		
		SA (4)	12	30.00		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 7 was meant this question was designed to find out whether self learning enabled them to understand what they had learnt and what they cannot do in the classroom. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was agree (3) and the mean was 2.45, which is

between disagree and agree. Thus, the majority of the students i.e. 55% of the total informants agreed and very few of them i.e. 10% of the total informants strongly disagreed that they did not help them to promote their classroom learning. But, majority of them i.e. 55% of the total subjects agreed and 35% of them disagreed that they can learn by self more then they learn in the classroom. The table shows that almost all of them agreed that self -learning was a means to help them what they did not know in the classroom.

Table No. 7 shows that in SB, the mode was strongly agree (4) and the mean was 3.35, which is between agree and strongly agree. If we observe table No. 7 the respondents gave multiple responses. 60% of the total respondents strongly agreed and 25% of them agreed that they could learn in self-access centre. However, 10% of them strongly disagreed and 5% of them disagreed about this issue. From the analysis of these data, it appears to me that it was really possible to learn independently to this issues which were unclear in group discussion or in the classroom while the teacher teaching.

From the overall analysis, the most frequent rating from 16 (40.0%) participants. The arithmetic mean was 2.90, which is approximately agree. 30.0% (*n*=12) of the participants that they learned autonomously whatever they could not learn in the classroom. However, a few numbers i.e. 10.0% and 20.0% of them strongly disagreed and disagreed respectively that they could learn in the SAC whatever they could not learn in the classroom. From the analysis of the data it becomes clear to me that most of the students can learn more in SAC than they learn in the classroom . Self learning is the means of promoting the learning.

ل **Help of Teacher to Select Materials in SAC**

Table No.8

Help of Teacher to Select Materials in SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	My teacher has explained to me/as how to set select the books from library at the beginning of the term.	SD (1)	2	10.0	2.75	20
		D (2)	7	35.0		
		A (3)	5	25.0		
		SA (4)	6	30.0		
SB		SD (1)	2	10.0	2.80	
		D (2)	4	20.0		
		A (3)	10	50.0		
		SA (4)	4	20.0		
Total		SD (1)	4	10.0	2.77	40
		D (2)	11	27.5		
		A (3)	15	37.5		
		SA (4)	10	25.0		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Table No. 8 was meant whether they were informed the way to use and select the materials from the centre in the very first day of their school or first day of that class. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was agree (3) and the mean was 2.75, which is between disagree and agree. The responses of this item in SA were different from students to students. The table No. 8 shows that 10% of them strongly disagreed and 35% of them disagreed that they were informed in the first day about the way to use SAC. However, 30% of them strongly agreed and

25% of them agreed that they were informed how to select the books and materials from the self-access centre. This revealed that teacher used to inform them about the way to use materials and self-access centres, because majority of them 55% agreed about that issue. Almost the same number disagreed about that issue.

Similarly, from the data abstracted from SB, the mode response was agree (3) and the mean was 2.80, which is between disagree and agree. It shows that 10% of them strongly disagreed and 20% of them disagreed that they got instruction from teacher at the beginning of the session about how to select the books from the library. These responses are almost similar with table No.8. Anyway, 50% of the students agreed and 20% of them strongly agreed about this issue. This clearly reflected that majority of the students were instructed about how to select books from SAC in the first day of the session. This clearly showed to me that teachers were very responsible to promote learners' autonomy and encourage self-learning.

From the overall informants we got multiple responses, the most frequent rating from 15 (37.50%) participants and the arithmetic mean was 2.77, which is between "disagree" and "agree." 27.50% ($n=11$) had disagreed that they had informed how to select the books from the library in the very first day of the school by their teachers. 25% of them (n=10) strongly agreed about this issue. Only 10.0% ($n=4$) strongly disagreed. From the data it appears to me that majority of the informants had informed about the selection of the books from the library in the begging of the session.

) **Feedback for Students to Use SAC**

Table No.9 was related to the encouragement to use self learning which was meant whether they got feedback from teachers or not for using library

learning. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode was agree (3) and the mean response was 3.25 , which is between agree and strongly agree. The table shows that 75% of the informants agreed that 25% of them strongly agreed that they got feedback from the teachers. But, none of them responded that they did not get feedback. This reveals that teacher gave feedback to use self-access centre for their self learning.

Table No. 9

Feedback for Students to Use SAC

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	My teacher always gives us feedback in the use of library for language learning.	SD (1)			3.25	20
		D (2)				
		A (3)	15	75.0		
		SA (4)	5	25.0		
SB		SD (1)	3	15.0	2.75	
		D (2)	2	10.0		
		A (3)	12	60.0		
		SA (4)	3	15.0		
Total		SD (1)	3	7.5	3.00	40
		D (2)	2	5.0		
		A (3)	27	67.5		
		SA (4)	8	20.0		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

Similarly, from the data abstracted from SB, the mode response was agree (3) and the mean was 2.75, which is between disagree and agree. This denotes that 15% of them strongly disagreed and 10% of them disagreed

about this issue. 60% of them agreed and 15% of them strongly agreed that they got feedback from their teachers. The responses show in SA was different from SB. In SA, the responses were found that they disagreed but some of them disagreed in SB.

From the overall informants we got multiple responses, the most frequent rating from 27 (67.50%) participants and the arithmetic mean was 3.00, which is "agree." 20.0% (*n*=8) had strongly agreed that they got feedback to use SAC from their teachers. The very insignificant number 7.0% (n=3) and 5% (n=2) of them strongly disagreed and disagreed about this issue. What I conclude from the table No. 9 was that the teacher always gives feedback to the students to promote independent learning.

) Use of SAC for Next Year

Table No.10 was related to the benefits of self-learning in the SAC which was meant whether they continue self access logs next year or not. The answers were various within a scale of (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The table shows that in SA, the mode response was strongly agree (4) and the mean response was 3.70, which is about strongly agree. The table shows that 70.0% of the informants strongly agreed and 25% of them agreed that they continue self access log next year. This reveals that they liked to use self-access centre for their self learning.

Similarly, from the data abstracted from SB, the mode response was strongly agree (4) and the mean was 3.00, which is between agree and strongly agree. Thus, majority of them i.e., 55% and 15% of them strongly agreed and agreed respectively that they would like to use self-access log next school year. They viewed that self-access logs are beneficial for their study. But, some other 25% and 5% of the total informants strongly

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disagreed and disagreed that they would like to continue using self-access

logs next- school year. This reflects that they did get more information from

SAC. However, table No**.**10 did not reflect such responses. Majority of the

informants got benefited from SAC but other some viewed that they did not

got benefited from such log of SAC. The responses show in SA was

different from SB. In SA the responses were found that they disagreed but

some of them disagreed in SB.

Table No. 10

Use of SAC for Next Year

	Variable	Categories	Frequency	Percentage	Mean	Number
SA	My teacher always gives us feedback in the use of library for language learning.	SD (1)			3.70	20
		D (2)				
		A (3)	6	30.0		
		SA (4)	14	70.0		
SB		SD (1)	5	25.0	3.00	
		D (2)	1	5.0		
		A (3)	3	15.0		
		SA (4)	11	55.0		
Total		SD (1)	5	12.5	3.35	40
		D (2)	1	2.5		
		A (3)	9	22.5		
		SA (4)	25	62.5		

SD= Strongly Disagree, D=Disagree, A=Agree and SA= Strongly Agree

From the overall informants we got multiple responses, the most frequent rating from 25 (62.50%) participants and the arithmetic mean was 3.35, which is between "agree" and "strongly agree". 22.5% (*n*=9) had agreed that they would continue self-access log next school year. The very insignificant number12.5% (n=5) and 2.5% (n=1) of them strongly disagreed and disagreed about this issue. From the dada abstracted from table No.10, it is concluded that majority of the students wanted to continue the self-access logs in next school year too.

To find out the practices of students about the use of self-access learning, the participants were asked some open-ended questions to make the subjective judgment. The responses of the open-ended questions are presented and analyzed in the subsequent section.

) The Books They Used Independently

Regarding the question Name the books that you have learnt from your school library', most of them in SA did not name the books but they name the academic courses. Some responses of these issues are:

> Books related to course, story books, poem books etc.
>
> Ramayan, GK, IQ text, Jocks, poems, etc.
>
> G.K. Jokes, Math practice books, etc.

Howeve,r some of them name the books that they have learnt from the self-access centres are:

> Tatkal Doctor Navayama, Rubinson Crusio, The blue mimosa
>
> How to makes life easy, Gullmohar
>
> Thote Hasho, Sampati, Sophies world, Alice in Wonderland
>
> Rubinson Crusio, Akabar and Birbal, Ramayan and Mahabharat, etc.

This shows that most of them used their course books and story books written by Nepali and Non-Nepali writers. They used to read Nepali medium story books and English medium too. This revealed that they use self-access log to promote their independent learning.

In SB too, the responses of the respondents were specially related to the course. Out of 20 questions, one of them said that Social Studies, Mathematics, Nepali, Story books, Dictionary books, Nepali grammar, Poems and essays books. Similarly, other students stated that she read Birkhe Bag, Tala Tuli Batuli, Kopila, Mero Gaun, Mau Biralo, Munamadan, Vikhari, etc. Her study showed that she read only Nepali medium story books. Such studying does not help her studying English but it can promote her studying habits. Studying English folk stories and some essay books, general knowledge by other students, Science practice book, Rose flower, some child stories, and life stories can promote learning skills and reading skills.

） Ways of Selecting the Books

Regarding the question "how do you select the books from your library?" most of them in SA stated that they selected books according to the day. This meant they selected their course book as the table of the period. One of them wrote that he selected the books as science in Sunday, story books in Monday, jocks and poems in Tuesday. The other informed that they had noticed to select the books. One of them stated that she stated that she selected the books by looking the noticed on the notice board. But, some other selected the books whatever they are informed by their friends and the catalogue. However, most of the responses were that they used catalogue to select the books and the worksheets. This concludes that they use catalogue

and help form teachers or in their friends while selecting the books and worksheets in their self-access-centres.

The responses of the students in SB were based on their experiences. One of them said that he selected the books which were related to the contents of the topics and library catalogue. Other student said that she asked or requested the senior to select them or took help from the teachers to select the books of her self-access centre. She further added that there are computer facilities to see catalogues of the library. Some others students said that they select the books from library seeing the most frequent books selected and taking the help from the teachers and the friends.

From these statements, I can conclude that the students generally asked to the teachers and their friends about the way to select the books. Some selected the most frequent books and but others selected the books seeing the catalogue in the computer related to their topics.

ꞁ **Use of Self-access Electronic Materials**

I tried to inquire them that whether they use electronic technology for their learning or not. Regarding the question whether they listen the music, watched TV or film or not, most of them disagreed that they used to watch TV and films. The students of SA agreed that they listened cassettes related to story and documentary in the school. Some of them wrote that they select CDs and DVDs from class library and use them in the School library's listening booths, some of them expressed that they did not get opportunity and permission to do so because of time boundary and lack of internet facilities and teachers' permission to do so. This reveals that they have got opportunity to use modern electronic technology for their learning.

However, this facility is not sufficient to them for their independent learning.

The responses of the students in SB were that they were not permitted to use those things in the school because library is the peaceful places where students learn. This reveals that in this school there are not adequate facilities to use computer and modern technology based learning. Similarly, the responses of the questions 'do you discuss with your friend if you do not understand?', the responses were that being the peace place library, they were not allow to speak there. Similarly, they said that some of them wanted to discuss about unclear notion but some other wanted to learn alone. I know that some were extrovert and some students were introvert. So, they learn according to their nature. However, almost all students use self-access centres to read and write. I do not find that all the students read the English language related books to develop four language skills to the students. These reveal that students of this school useless time for their self-learning. Most of them found they depended on teachers teaching.

〕 **Self-learning Vs Collaborative Learning**

Regarding the question 'Do you discuss with your friend or read alone in separate table in your school? In both schools, most of the responses (i.e. 80%) were that they discussed with their friends and very insignificant number i.e. 20% of them read alone and use materials, alone in the library. In this connection, one of them said that "*I discuss with my friend, while reading and solving the problems like 'Puzzle game' because it helps to know the lesson who discussed each other*". But some other view that they did not get the opportunities to discuss each other because library is a silent room. If they need to discuss outside the library or at the classroom while

the teacher is out. This shows that they used self-access materials but they cannot move independently.

〕 Problems of Using SAC

The two items viz: item 5 and 6 were related to the problems and reasons of self-access learning. In SA, most of them denied saying that they have problems in their learning of SAC. But, some others view that they have problems to use the SAC because of English medium school, single library, lack of facilities, lack of supports and others. One of them said that *"we have permitted that we should take single book from the library. There are computers they are slow and lack of internet services. We have to be bound on the same materials daily."* This reveals that they have different wants, desires, etc. Their self-access centres were unable to fulfil them.

But, in SB, only 10% of the respondents were in 'Yes' and 90% 'No'. The learner who did not go to library for reading also said that they had problems in reading in self-access centres. They said that they had problems with less material, time, and permission from teachers. Similarly, they said that they did not understand the language written in self-access materials. Unlike school A, in school B there were not enough self learning materials. The students who said there are many problems, they said that their problems were about textbooks related, difficulties in seat, and problems with work sheets. From these data, I come to conclude that most of the learners do not use self-access centre properly or they do not want to use it properly. The learners who use self-access logs in this school have many challenges. The logs did not able to provide adequate self-access learning facilities and the main problem was that they face many challenges and problems. These problems were related to modern computer technology. They did not have

such facilities so what materials were available to them were in printed forms.

3.3 Teachers' Perception on Self-Learning

Two groups of teachers including two in each interviewed from separate school. Teacher 1 (T1) and teacher 2 (T2) from school A (SA) did their Master in English from Tribhuvan University and they both have same 5 years of teaching experience of teaching English. The other group was from school 'B' (SB), they both had same qualification. They did their MA and B.Ed. from Tribhuvan University. Teacher 1 (T1) had 30 years and teacher (TB) had 20 years teaching experiences. T2 from SA and T1 and T2 from SB received INSET and T1 from SA did not get special training. All of them were teaching in secondary level.

Regarding the question 'whether self-access centre are useful tools in self-access learning or not'; all teacher accepted and one of them said that *'it develops to access new books towards knowledge out of the course'*. Regarding the question 'what materials do you have in your self-access centre?' both teacher from SA agreed that they had some courses related and other out of curricula. viz. cassette player, audio-visual aids, computers, CDs, DVDs, documentaries, films, Gk, literary book, dictionaries, etc. They said, *"We have computer lab (listening lab) will full access of internet. Students go individually and can use it. Sometimes, they ask for help with teachers."* They said they had audio-cassette to encourage them to listen. The materials in SAC of SB were mainly for teachers teaching materials. However, some literary books, dictionaries, worksheets etc. were available to the students out of curricula. Others materials were somehow related with their course in SB's SAC.

In the interview, all teachers agreed that students used those materials in leisure period, break times, before and after schools' time and sometimes they allowed using in school hour in teachers class time with some guidance. Regarding the question 'what aspects of English language learning do you focused from SAC?', they answered communicative aspects. One of them said, "*Yeah…in our case…our school,…communicative language learning to develop through SAC. All the skills are language learning. We focused writing too. Listening lab for listening and conversation are also allowed*".

In SAC, they said that they had routine to use SAC and different IT games and authentic conversation are allowed to listen and play. Teacher disagreed that they had enough materials in class self-access centres but somehow enough in school SAC. But, in SB, the materials were enough to them according to them. T2 from SA said "*Yes sir, students can use self-access materials in class time because we have mini self-access centres available in each classroom corner. But, they use materials of school SAC if they feel they needed the more materials*". Regarding the question 'what types of exercise do you prepare for evaluation of students in self-learning?', they said that presentation was a great evaluation. They said that the students are given worksheets, vocabulary test, essay and poem writing in the word card. In SB mostly, teachers prepared grammar worksheets, they were available to them. Listening also measured in public in SA. The teachers in their interview said that the students were benefited from their SAC to learn language related knowledge. The habit of using SAC promoted the habit of earning out of syllabus knowledge. One of them said, "*Most of the times students are guided by teachers but they are attempted to give some prizes*

to encourage them. We do that and this helps students to take their own learning responsibilities in listening and speaking".

From the presentation of teacher interview related data it was clear to me that all teachers agreed self-access learning helps students' language skills. The teachers sometimes helped their students to encourage students' independent self- learning habit in the centre. These schools have many materials for self-access language learning to increase students' vocabulary power and developing language related skills. As students took their responsibilities of self-learning in SAC, they encourage the learners their responsibilities of learning and using SAC in SA. The students acquired skills oriented knowledge with their self endeavour. The students were provided self-audio lab and students themselves had great curiosity with exciting to get knowledge from self-access centres. The students get different areas of knowledge that automatically helps the learner to own their knowledge form SAC. Those schools took using self-access centres was extra-curricular activities. The students get more knowledge through self-access centre so that self-learning in centres promotes extra knowledge.

Self-access centre helps to develop their reading skills and vocabulary power because students go to SAC and work hard with or without course related material. However, these all are related to develop either skill. For example, if the students watch movie in SAC that automatically develops listening power or read a novel that develops reading and vocabulary power. Form these activities, students get knowledge of hidden curriculum. Such tendency improves to take responsibility of their own learning themselves. Students develop their listening and speaking skills from self learning. Sometimes, they use audio-visual aids or cassette player or movie that

develops listening skills and communicative skills are encouraged through centres. For them 'Listen and Pronounce' exercise were set in computer. These help the learners to listen and speak with them.

The effect of self-learning in SAC is positive and greatly contributed to develop knowledge. T1 from SA claimed that in western educational exhibition, their school got first position in more than 10 subjects in a year continuously. It is proved that "the more the self-learning the better the self-learning". That is why; students learning habit affects learning in subject matter. So, it should be compulsory in each and every school for our nation. The teacher in interview said that all the schools do not have self-access learning centres so their results seem to be poor. Students lack self- learning habit so the result seems to be poor. The habit of using self-access centres in SA really develops knowledge to be creative and talented. For perfect teaching perfect SAC are necessary.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The major concern of the study was to analyze the practices and teachers perception of self-access learning in SAC. I used questionnaire for the students and interviews to the teachers to collect the data. I presented and interpreted the data in chapter three taking the objectives in the centre. The conclusion of the interpretation and recommendation is given in this chapter.

4.1. Findings

On the basic of rigorous analysis and interpretation of the collected data, the following findings have been extracted.

⟩ I found that majority of the students were benefited from the SAC which were lied in the school and they always borrow the books from the SAC. The students like to read in the SAC.

⟩ I found that the teacher always provided feedback to the students for their independent learning and when they found the students were confused in selecting the books, the teacher helped the students to select the books in the SAC.

⟩ The teacher's attitude about the SAC learning was positive. The teacher wanted to promote independent learning in SAC.

⟩ I found that most of the students used SAC for their self – learning and they wanted to continue the self-access logs in next year too.

⟩ I found that most of the students used to work with course related and literary text materials in the SAC.

- I found that students self-learning in SAC enabled them to understand what they could not learn in the classroom.
- All the students said that Self-access centres learning were useful for promoting classroom learning.
- I found that teacher encouraged their students to take responsibility of their own learning. Students also took their responsibility and they worked with SAC materials in their leisure time.
- I found SACs were available in our school; they did not have enough materials for developing listening and speaking skills.
- All the students did not own their learning in SAC. I found that the teacher gave feedback and encouragement to use SACs learning.
- I found that the schools had their own routine and way to use SAC. They tried to make their students more accountable in their own learning.
- I found that the students had different ways to learn in SAC. Some students were interested in listening music or watching videos or documentaries but others wanted to read story and other books.
- I found that classroom SAC were far better to equip material then school SAC.
- I found that the students moved classroom SAC themselves whereas it was necessary to help permission for school SAC.

4.2. Recommendations

On the basis of the findings, the following recommendations have been made.

- I found that most of the students used to work with course related and literary text materials. So, it is recommended that the teacher of English and ELT manager should fix beneficial materials for learning.

- It is suggested that the administrators and teachers should make their students accountable for their own learning by delegating the roles to the students.
- I found that the self-access centres' learning was useful for promoting classroom learning. So, all the schools are suggested to have a well equipped Self-access centre.
- Not only the students but also the teachers got benefits from self-access centres that lead the development of ELT institutions as well.
- I found that the self-access centres were insufficient in number and quality of the access-self materials. So, it is recommended that all self-access centres should be equipped with adequate quality of access-self materials.
- I found that teachers' beliefs on SAC's learning were positive. That is why; the administrators and government should encourage promoting SAC and its learning.
- It is recommended that the teachers of English should be trained not only pedagogically but also to manage SAC and to encourage learner for independent learning.
- It is suggested that the teacher should use rewards to use learners to use SAC and promote learner autonomy.
- All the students' ways of learning were not identical. It depends on the nature and style of the learner. So, it is recommended that the teacher can conduct action research and manage SAC and its learning according to the nature of the students and context of SACs.

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