

CHAPTER ONE

INTRODUCTION

This chapter consists of general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background

English is taught and learnt as a foreign language from the very beginning to the university level in Nepal. Regarding the position of English in Nepalese educational system, Awasthi (2003, p.22) says, “English has developed a prominent position in the total education system of Nepal”.

The development of English language in Nepal is closely connected with the rise of Prime Minister Jung Bahadur Rana. After the visit of England, he established Durbar High School in 1854. It was the first English school to teach English language in Nepal. After that with the pace of development, English has been mentioned in the curriculum right from grade one to master’s level. At present English has been made compulsory up to Bachelor’s level. Most of the students find learning English as a difficult task but in reality it depends on learning styles and strategies, attitudes, motivation and the easily availability of the learning materials. Students do not learn only in the classroom, they also learn outside the classroom. Here by the word outside the classroom, I mean library.

Library is indeed alternative to classroom learning. Simply library refers to a learner’s direct access to language learning resources inside or outside the school. In the context of Nepal, school or college libraries are most commonly used. In library students can work on their own with a range of material, from grammar reference and workbook type tasks to audio and video excerpts. In

library students have access of different books, newspapers, articles, journals, novels, story books, etc. Students come to read at such centre in their leisure time. Lazar (2009, p.179) mentions that self-access centre are the places where learners have the access of poem, drama, novel, etc. In self-access language learning centre, Learners take responsibility of their own learning. It helps to be independent learner. It is commonly believed that students would perform better when they are treated as individuals with unique personalities, learning styles and strategies as well as different needs and motivations. Besides, they should be given opportunity to manage their own learning in order to improve their confidence. Following Cotterall and Reindeers (2001, p.3), “The importance of independent learning has resulted in the creation of SACs in many language teaching institutions”. They say 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. 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 interests

Self-access language learning is an approach to learning language where the learner takes responsibilities of their own learning rather than in the teacher directed setting. It has the potential to promote learner autonomy. Simply autonomy means the ability to take charge of one’s own learning. Thus, learning in the library enables the students to work on things they are really interested in. It helps to develop self-directed learning. Generally we can find a

comfortable environment in library where students can enjoy working in, enabling them to generate their own ideas during their learning process. Besides this, library is able to prepare students to improve themselves for lifelong learning in the future.

1.2 Statement of the Problem

Library is a place where we can find collection of materials for independent learning. Self-access resources in the library can vary from one institution to another. Such kind of facilities of library promotes learner autonomy. Students can independently work and take their own learning responsibility. But the decisions and the skills that learners will need to use the resources effectively is important. If learners are to use these materials successfully, teachers will need to ensure that they can use the cataloguing system, locate items in alphabetical order, use an index, a dictionary, and so on. Some students frequently go to the self access centre or library to take books or to read in the centre. They think that such materials develop their linguistic ability while others think going library is a waste of time. But students would perform better when they are treated as individuals with unique personalities, learning styles and strategies as well as different needs and motivations. Thus, the ultimate aim of the 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 this study attempted to find out higher secondary level students' practices of learning using written materials from library.

1.3 Rationale of the Study

Library is a place of individual learning. Some students are strongly motivated towards the materials of library while others are less motivated. It depends on culture, family background and types of learners. So, they have different views towards the written materials of the library. They use different learning strategies and styles for independent learning. Some students may find library

as a waste of time. They think teachers' note and textbook are everything because in library there are lots of supplementary materials and it wastes their time as turning the pages of these books. Thus, my study entitled "practices of using library for self-learning" is an attempt to explore higher secondary level students' practices on the use of written materials and their views towards such materials of library.

1.4 Objectives of the Study

The objectives of the study were as follows:

- 1) To find out higher secondary level students' practices of learning using library.
- 2) To explore students' views towards learning independently in library.
- 3) To provide some pedagogical implications of the study.

1.5 Research Questions

The research questions of my study were as follows:

- (1) How often do the students visit library to learn from it?
- (2) What types of materials do they use?
- (3) Which strategies do they use in learning those materials?
- (4) What is their attitude towards library?

1.6 Significance of the Study

As this study will explore higher secondary level students' practices of learning from library, first teachers will be very benefited who want to make their students autonomous and encourage their students to take charge of their own

learning. Similarly, this study will be very significant for the students who want to know different ways of learning strategies in library and it is also important for those students who want to be independent and autonomous learners. This study is also equally important for the researchers who want to carry out further research work related to library. Likewise, this work is useful for the self-access materials developers' especially written material, administrators, staffs of library and ELT managers.

1.7 Delimitations of the Study

The scope of this study was limited on the following points:

-) This study was limited within the 5 higher secondary level school of Rukum district.
-) This study was limited to the written materials of library.
-) The study population was fifty higher secondary level students of the same district.
-) This study was limited to only one research tool i.e. questionnaire.

1.8 Operational Definition of the key Terms

-) **Learner autonomy** - the ability to take charge of one's learning
-) **Self-access** - refers to a learner's direct access to language learning resources inside/ or outside the classroom
-) **EFL** - English as a Foreign Language
-) **ELT** - English Language Teaching
-) **Self-access center** - a library where collection of learning materials are found, e.g. books, computers, cassette players, newspapers, magazines, journals, etc.
-) **Self-access language learning** - learning that takes place in a self-access center
-) **Personality** - refers to a trait of an individual

-) **Learner style** - refers to the characteristic ways in which individual orientate to problem solving
-) **Learning strategy** - behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable
-) **Self-directed learning** –learning in which the learners have control over the learning process
-) **Self-instruction** - learning without the help of a teacher
-) **Independent learning** - refers to students' learning that takes place independently of teacher control, to a great or lesser degree

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

English is an obligatory part of the school curriculum but the fact that it is a compulsory subject for all students does not pose problems as most pupils are highly motivated and parental attitudes are positive and supportive. In fact, learning English is part of a personal agenda for most people as it enables us to move around the world. It is not difficult to see real reasons for learning English for jobs or studies, or for travelling.

In Nepal, students are found very interested in learning English as it is a global language. They use different styles of learning and some students take responsibility of their own learning that promotes the quality of learning? Such students are called autonomous learners. The autonomous learners take an active role in the learning process generating ideas and availing himself of learning opportunity rather than simply reacting to various stimuli of the teachers. She/he is a self-activated maker of meaning and an active agent in his own learning process.

Thus, to promote learner autonomy in learning teachers and institutions should play significant role by providing them the materials of self-access. Hence, autonomous learning takes place only when a learner gets access of self resource center. Self-access refers to learner's direct access to language learning resources inside or outside the school. In the school includes library, self-access centers (SACs), teachers and friends. However they have access of books, newspapers, articles, journals inside or outside the school.

2.1.1 Learner Autonomy

Simply, autonomy can be defined as the ability to take charge of one's own learning. On a general note, the term autonomy has come to be used in the following ways (Thanasoulas, 2009)

-) For situations in which learners study entirely on their own;
-) For a set of skills which can be learned and applied in self-directed learning;
-) For an inborn capacity which is suppressed by institutional education;
-) For the exercise of learners' responsibility of their own learning;
-) For the right of learners to determine the direction of their own learning.

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 should develop their own learning strategies. Culture affects the attitudes of learners towards the use of materials in self-access centre. In David Little's terms, "Learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning -a capacity for detachment, critical reflection, decision making, and independent action" (Little, 1991:4, as cited in Thanasoulas, 2009).

Thanasoulas (2009) defines autonomy in terms of the learner's willingness and capacity to control or oversee her own learning. More specifically, he said someone qualifies as an autonomous learner when she/he independently chooses aims, purposes, sets goals, chooses materials, methods and tasks; exercise, choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation.

Regarding the autonomy, Jones (1995) writes, "Autonomy, independent individual learning, self-direction, self-instruction- such terms have earned a place in the discourse of learner centeredness". Each term indicates that

effective language learners have the capacity to take responsibility to their own learning. Hedge (2010, p.82) says learner should not be passive recipients of knowledge but should use their abilities for judging and deciding to take on more responsibility for their own learning. Dafei (2007, p. 7) says, “Students learning profiles have been shown to be influenced by learner autonomy”. Hence, autonomous learning influences the proficiency of the students.

2.1.2 Characteristics of Autonomous Learners

Autonomous learners are the ones who take active roles in the learning process by finding more learning opportunities for themselves rather than being the complete pursuer of the teacher.

According to Dickinson (1993, p.45) autonomous learners can be characterized in four points. First of all, they can identify what is going on, in other words what is been taught in their classes. An autonomous student learning English, for example, might think about the relationship between the new grammar rules and the rules she/he has learned previously. Secondly, she adds that, autonomous learners are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers. Most autonomous language learners make great efforts to improve their language skills outside the classroom. They either read newspapers or watch TV programs in the target language as part of their own learning objectives. The third characteristic is that autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagrams, title, subtitles, etc.) rather than trying to read and comprehend it immediately. The fourth characteristic, as Dickinson (ibid) mentions is that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner, who has not done well on the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. With these four

basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning.

Moreover, Chan (2001, as cited in kocak, 2003) who carried out a study to explore her students' perceptions of learner autonomy reported that her class identified the following characteristic qualities of autonomous learners: highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning.

2.1.3 An Introduction to Self-Directed Learning

In simple words, self-directed learner is one who is motivated and takes responsibility of their own learning. Autonomous learning and self-directed learning are sometimes interchangeably used. It means letting students choose their own topics and activities for homework. According to Hedge (2010,p.76), “A self-directed learner is one who is self motivated, one who takes the initiative, one who has a clear idea of that he wants to learn and one who has his own plan for pursuing and achieving his goal”. By analyzing the above definition Hedge (2010, p.76) further gives the following essential points about self-directed learners;

- know their needs and work productively with the teacher towards the achievement of their objectives
- learn both inside and outside the classroom
- can take classroom-based material and can build on it
- know how to use resources independently
- learn with active thinking
- adjust their learning strategies when necessary to improve learning
- manage and divide the time in learning properly
- don't think the teacher is a God who can give them ability to master the language

Aforementioned points are the characteristics of a good language learner. Such learners can take responsibility for their own learning; an ability to define one's own objectives; awareness of how to use language materials effectively, Careful organization of time for learning and active development of learning strategies. Hedge (ibid) has said there is proliferation of terms relating to this concept of self-directed learning, autonomous learning, self monitoring, self assessment, learner strategies, self help learning strategies, strategic investment, learner training, self-study, self access learning.

2.1.4 Learner Autonomy and Self-Directed Learning

In the literature, the terms learner autonomy and self directed learning are often mentioned vis-à-vis each other. Above writers relate to each other and are nevertheless used in contrast. To Holec (1980, p. 16) learner autonomy is a capacity of the learner, while self-directed learning is a mode in which the learner takes charge of the learning process. Dickinson (1987, p.11) reverses the terms stating that autonomy is “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions”, and self-direction refers to “a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with his learning”. Little (1988, p.79) uses the term self-direction to refer to “the organization of learning” and the term autonomy to refer to “that state of independence in which the learner is able to and accepts to take full responsibility for his learning”. In addition, Dickinson (1987, p.13) uses self-instruction for discussing learning responsibility. In an educational context, the teacher may seek to include the learners increasingly in the decision-making process about their learning and the management of it. In a continuum with autonomy at one extreme and programmed learning (or traditional classroom teaching) at the other, self-instructional mode is the ‘transition’ from non-learner-centeredness to learner-centeredness. In this mode of learning, a pedagogical approach aims to help students become motivated and gradually able to make decision about their learning by transferring

responsibility of every aspects of language learning from the teacher to the students/learners (Dickinson, 1987, p.12). Both Holec (1988) and Dickinson (1987) state that self-direction of learning implies learner autonomy but not necessarily vice versa. In developing approaches to promoting learner autonomy, Dickinson (1987, p.13) points out that the learner can have options of learning in a teacher-directed classroom as well as in a self-directed setting. According to Hsieh (2010, p.20) autonomy is an individual's ability to make the decisions concerning his learning in regard to all the following levels:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition properly
- evaluating what has been acquired

These levels of decisions are developmental components of autonomy in language learning.

2.1.5 Self-Access and Self-Access Center

Gardner and Miller (1999, p.8) define self-access as “a way of encouraging learners to move from teacher dependence towards autonomy”. They view that in SAC learners can independently work and take their learning responsibility to their own. Impley 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.

Self-access centre 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.

In recent years, many self-access centers also labeled as individual or independent learning centers have been established, especially in non-native English speaking countries for the purpose of promoting English language learning and students' English proficiency. One of the reasons is the growing importance of English worldwide as a tool of mobility for the international workforce. Most self-access centers are located in school settings in which the language learning is the main goal. Although resource centers are set up in a variety of educational institutions and take on different forms they support language learning by providing accessible resources and services with which the learner can work on different tasks without others' supervision. Resources of various types include print materials, audio- and video materials, computer technology media, learning software and satellite programs. Services range from counseling to learner training to learner needs analysis. In other cases, self-access provisions include learning sessions such as oral practice, writing consultation, workshops, and language courses. Because of the nature of learning resource centers, the term self-access center is now widely used by those in the field of language education. Therefore, the term self-access is appropriate here, though other terms may be featured in the literature. In SAC, a catalogue is available to help students when they need it to find out required written materials. Self-access is a way of describing learning materials that are designed and organized in such a way that students can select and work on tasks on their own and obtain feedback on their own performance.

There are various ways in which self-access centers serve language learning. According to Gardner & Miller (1999, p.11) self-access language learning (SALL) refers to "Learners' individual and unique interactions with self-access

resources for language learning”. Self-access is very flexible. It can be used on a large scale or a small scale. It can be conducted in a classroom, in a dedicated self-access center or elsewhere. It can be incorporated into a language course or it can be used by learners who are not taking courses. It can function at all learning levels. It allows for different levels of independence among learners encompassing both teacher-directed groups of learners and virtually autonomous learners. It allows individualization but also supports groups. It is not culture specific. It is not age specific. In fact, self-access learning can benefit all language learners. (Gardner and Miller, 1999, p. 11) The flexibility of self-access centers means that a center may be designed and organized differently depending on pedagogical aims.

2.1.5.1 Characteristics of Good Self-Access Centre

The alternative of classroom learning is called open learning/ self-access learning. In SAC students can work themselves with the materials which are found in the center. Harmer (2008, p.404-406) has given the following characteristics of good SAC:

(a) Classification System

The materials of the SAC have preponderance of books and papers materials on bookshelves in files or in boxes. These materials should be clearly classified by literary genre, skill, activity or level. Such classification can be labeled with colour or code to make accessible to the learners.

(b) 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. SAC assistants and teachers have a major role to play in helping students to use the centers successfully and follow appropriate pathways.

(c) 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.

(d) 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 students in learning because they relate to their needs and fits.

(e) 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

2.1.5.2 Learning Materials in Self-Access Center

The prime goal of SAC is to foster learner's autonomy. Hence the materials of SAC should fit to the student's interest, need, style of learning, motivation, etc.

Impley and Underhill (1994, p.117) listed these possible materials in SAC:

-) Published EFL self-access materials
-) Published EFL class textbook adopted as necessary (e.g. Drill and listing exercise)

- J Non EFL educational materials for secondary schools or company sponsored specific educational materials
- J Authentic materials, adopted
- J Authentic materials, raw (including newspaper, magazine, TV)
- J Homemade materials

Similarly, McGrawth (2008, p.147-149) categories the probable materials in SAC under the following headings:

(a) Published materials

We find different kinds of books for reading in SAC. There is a special 'library' section containing reference materials such as dictionaries, grammars, text practice materials.

(b) 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 in McGrawth, 2008), 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 native 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.

(c) 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.

(d) 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)

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.

Following Lazar (2009, p.179) 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.

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

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 SACs contains different materials to promote learner autonomy. SAC provides the learner self-access facilities. Following Hedge (2010) the facilities of self-access centre might contain:

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

Hedge (2010, p.147) says, “Self-access resources can vary substantially from one institution to another”. However, the process, the purpose of SACs is 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 way, according to self formulated goals, with strategies for monitoring their own progress”. Hence, SACs are the learning centers where learners learn autonomously and independently.

2.1.6 Learning Styles and Strategies in Self-Access Centre

The term learning style refers in broad terms to the preferences that an individual has of obtaining, processing and retaining information (Gas & Selinker, 2009, p.432) the term learning style is often used interchangeability with personality, although the former is undoubtedly more variable, whereas the latter refers to a stable trait of an individual.

Personality refers to a trait of an individual. It has been explored in terms of a number of personal traits such as extroversion/introversion, risk-taking, empathy, inhibition, self-esteem, etc. Learning style refers to the characteristic ways in which individual orientate to problem solving. In other words, it refers to learners' preferences of learning new knowledge. The methodologist Tony Wright (1987, p.117-118, as cited in Harmer, 2008) described four different learner styles:

- (1) **The 'Enthusiast'** : the enthusiast looks to the teacher as a point of reference and is concerned with the goals of the learning group
- (2) **The 'Oracular'**: The oracular also focuses on the teacher but is more oriented towards the satisfaction of personal goals.
- (3) **The 'Participator'** : The participator tends to concentrate on group goals and group solidarity
- (4) **The 'Rebel'**: The rebel refers to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.

More specifically, there are two types of learner: extroversion and introversion. Extroverted: who are sociable, lively, active and risk takers. They like parties have many friends, like practical jokes and need excitement. In other words, they are much happier with people than with a book. Introverted learners: Introverted learners are those who are quiet and prefer non-social activities.

They have few but close friends and usually avoid excitement. Such learners are much happier with a book than with other people.

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987,p.19) define learning strategies as “.....any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information’’. In other words, learning strategies can be defined as behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.

O’Malley and chamot’s (1990, as cited in cook, 1991, p.80) has classified learning strategy into following types:

(1) Cognitive Strategies: They refer to the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials. They have an operative or cognitive processing function. For example, inferencing, rehearsal, deducing.

(2) Metacognitive Strategies: They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating. They have an executive function. For example, selective attention, planning, evaluation.

(3) Social/ Affective Strategies: They concern the ways in which learners interact with other learners and NSs For example, co-operation and question for clarification.

As each individual is different, they use different strategies to learn language in the self-access centre. In SAC, introvert learners are found very interested in reading different kinds of books. There is a guide book which helps the students to find out where the specific books are located. 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. Literature self-access centre promotes students language acquisition with enjoyment. This

makes to help learner to become more self-confident and independent. Teacher helps to select the text from the library or teacher can give valuable suggestions

Thus, language learning strategies, being specific actions, behaviours, tactics, or techniques, facilitate the learning of the target language by the language learner. Factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc effect the way in which language learner learn the target language.

2.2 Review of Related Empirical Literature

It is commonly believed that learning will be effective when the students would take the responsibility of their own learning. So, independent learning takes place when the facilities of self-access resources are available. In the context of Nepal, ELT language learners may find such self-access resources in the library of their institution as self-access centre in all contexts. We can find rare research works have been carried out related to self-access centre. Thus, some of the related major works are reviewed here.

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 used questionnaire and interview as research tool. 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 were significant differences among the student’s learner autonomy when their English proficiency was significantly different.

Similarly, Hsieh (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 used

questionnaire as a research tool. 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.

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.

Adhikari (2012) carried out a research entitled "English language learning in self-access centre" to find out self-access learning activities of the students in self-access centre. He used questionnaire, and semi structured interview to collect the data for the study. He found out that Majority of the students were benefited from the SAC. Similarly, he found out that students were interested in listening music or watching radios or documentaries. Likewise, he found teacher's attitude about the SAC learning was positive.

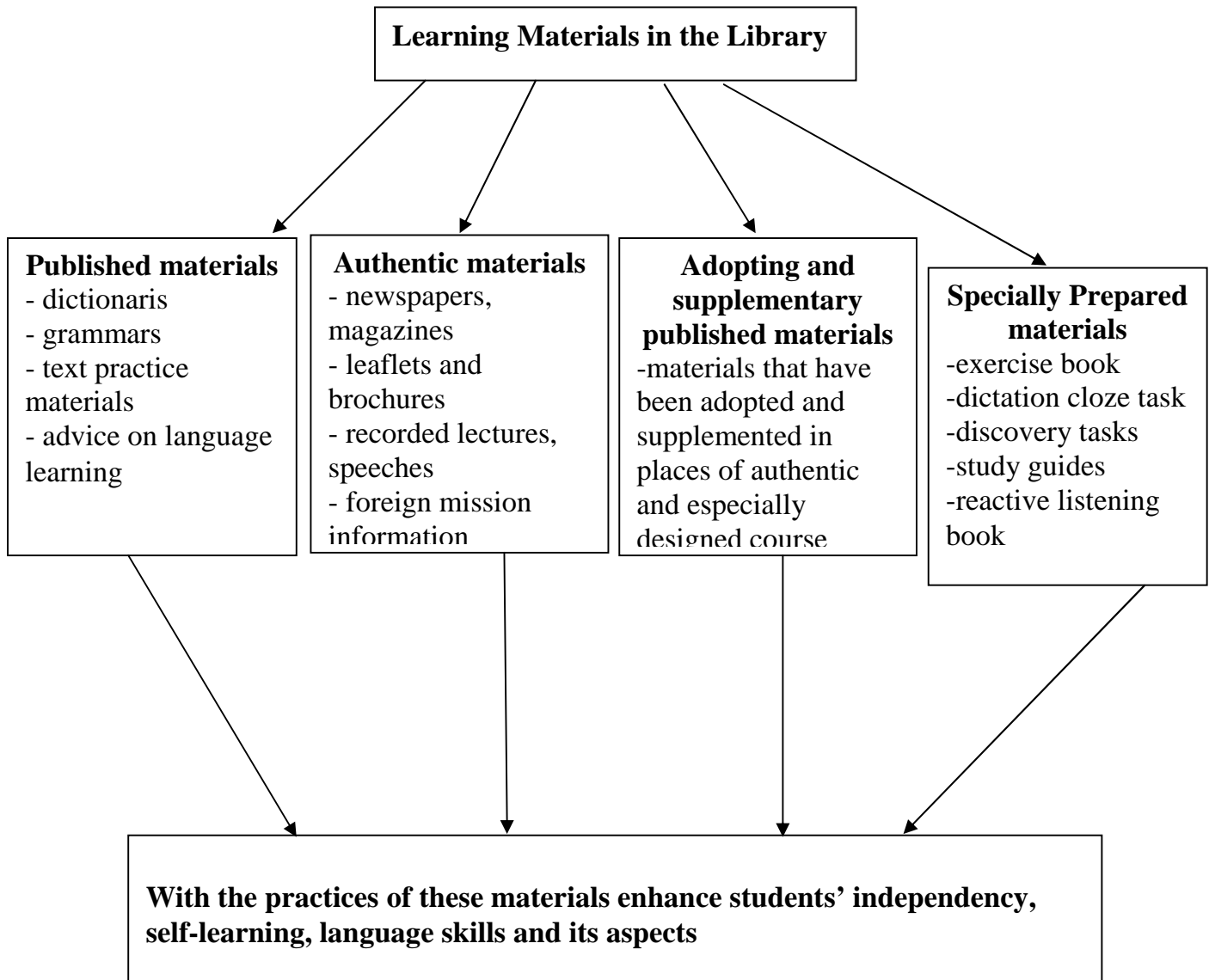
2.3 Implications of the Review for the Study

Altogether four different research works have been reviewed which are related to my research work to some extent. These research works have been carried out with different objectives, methodology and research questions. So after reviewing all these works .I got many ideas that will be very beneficial to my

research work. I got many ideas about the independent learning using the library; likewise I came to know the relationship between student autonomy and use library. Similarly after reviewing Joshi (2010) work, I come to know about the autonomous activities of students in learning English. Moreover I knew about the tool of questionnaire and interview. While reviewing those research works I found that they have used survey research design. So I got benefit while reviewing those works on the process of survey design. On the whole the reviewed literatures have many implications to my research work regarding the design of the study, sampling procedure, data collection tools, analysis and interpretation of data.

2.4 Conceptual Framework

Based on the description above, conceptual framework for my study is presented below;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above objectives:

3.1 Design of the Study

The design of this study was mixed because I followed both approach: quantitative and qualitative in general and survey research design in particular. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

Survey research design is a type of research design which is used to obtain a snapshot of conditions, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

In order to carry out any type of research work the first task of any researcher

is to define objectives of the study. So is the case with survey research. What do we want to find out? Should be clearly written in our research work. If we carry out research work without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and most important thing in any research design.

Step 2: Identify target population

Under this step target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedures

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, we can define the survey research as the naturalistic or non-manipulative research design in which the researcher selects the relatively large number of population by using appropriate sampling procedure to collect the quantifiable data using any structured research tools at a single point of time in order to obtain the factual information for testing the hypothesis.

3.2 Population and Sample

All the students of higher secondary schools of Rukum district were the population of this study. Fifty higher secondary students from five higher secondary schools of the same district were the sample. From each higher secondary school ten students were selected.

3.3 Sampling Procedure

Purposive non-random sampling procedure was adopted to collect the information for this study. Adopting this procedure, 50 higher secondary students from 5 higher secondary schools of Rukum district were selected as sample. Ten students from each selected higher secondary schools were selected.

3.4 Data Collection Tools

I used only one tool i.e. questionnaire to collect the data for this study.

As it was a survey, I had used different questions to know about the students' practices of learning and their views towards the written materials of self-access center. Moreover, a set of closed-ended and open-ended questionnaire was distributed to collect the data.

3.5 Data Collection Procedure

Data was collected from the primary sources by administrating the questionnaire. For this, different related documents were studied in detail and a set of questionnaire was prepared. For the collection of data following procedures were adopted:

-) At first, I visited the selected colleges of Rukum district with questionnaire.
-) After that I established rapport with the teachers and explained the purpose of my study.
-) Then, I asked for their permission to talk with the students.
-) After getting their permission, I explained the purpose and process of research work to the sample population.
-) Then, I distributed the questionnaire to the students and asked them to return it within 7 days with true information.

3.6 Data Analysis and Interpretation Procedure

After collecting the data, I adopted the following procedure for analyzing and interpreting it:

-) Firstly, the questionnaire was collected and read several times to find out the opinions of the students.
-) Then incompleteness, error or gap in the information obtained from the data was identified.
-) Then code book was developed for converting the information into numerical values.

-) After developing the code book, it was tested.
-) Then after the coded data was verified with original data.
-) After that data was classified under different variables.
-) Then data was described and interpreted adopting both qualitative and quantitative approach.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Result

This study was limited to fifty students from five different higher secondary schools of Rukum district. Those schools were (i) Shree Himalaya Janta Higher Secondary School, Nuwakot, Dada, Rukum (ii) Shree Yamunanand Namuna Higher Secondary School, Sherigaun, Rukum (iii) Shree Tribhuwan Janta Higher Secondary School, Mushikot, Khalanga, Rukum (iv) Shree Shidharth Janta Higher Secondary School, Magma, Rukum and (v) Shree Baal Kalyan Higher Secondary School, Aathbiskot, Rukum. Ten students from each higher secondary school were selected. I had used questionnaire to know the students' practices of learning and their views towards library. Thus, the result provided by questionnaire is presented under the following heading:

(A) Results

-) All the selected five schools of Rukum district had library.
-) Most of the schools had good collection of learning materials as well as reference materials.
-) Only 20 (40%) students occasionally visit to the library, 10 (20%) students regularly, the other 10 (20%) students said once in a month and the last 10 (20%) students wrote they did not like to go school library because they depend on teachers' note and their own books.
-) Only 10 (20%) students stated that they like to read staying in the college library.
-) Twenty (40%) students stated that they recently read textbooks and four (8%) students story books and magazine.

-) Most of the students wrote they prefer to read textbook, some others were interested to read magazine, newspaper, science journal and dictionary and only few were interested to read novel, story books, etc.
-) 70% of the students had positive views towards their library and 30% negative view towards it.
-) Out of 50 students 20 (40%) students had difficulty while reading in the library
-) Those students who used to read in the library had different styles and strategy.
-) Few students had habit of note making.

4.2 Discussion

This section is mainly concerned with the presentation, analysis and interpretation of the data. The collected data from the respondents were presented, analyzed and interpreted to explore the higher secondary students' practices of learning from library of Rukum district. While carrying out this research, the required data were collected from fifty higher secondary students. In this study, respondents were selected by using purposive non-random sampling procedure. The questionnaire was used as the research tool for the collection of data.

Under the following heading the analysis and interpretation of the collected data has been presented:

4.2.1 Availability of Library

Self-access centre i.e. library in our context consists of a number of resources in the form of teaching and learning materials, books of different genres and which is generally located in one place and is designed to accommodate learner of different levels, styles, goals and interests. Library may be located at the corner of the classroom or in the separate room.

I visited all the selected (5) schools with questionnaire to collect the first hand data. I used both closed ended and open ended questions to collect the data from the selected fifty students about whether they have library in their college or not. And all the respondents wrote yes to this question but their libraries were different in terms of management, resource materials, electronic materials and facilities. I found that only three schools had good facility of library. There was a separate big room with enough space, decorated with good furniture and many books where students could go and read the books. There were different textbooks, reference materials, story books, novels, magazines and newspaper. I found that some students were reading in their leisure time. The following table shows the data clearly:

Table No. 1

Availability of Library

Variable	Responses		Percentage (%)
	Yes (no. of students)	No (no. of students)	
Do you have library in your college?	50	0	100%

The above table shows that all the schools had the facility of library.

4.2.2 Collection of Learning Materials

Regarding the question ‘what kinds of learning materials do you find in your library’ the responses were similar to one another. Some common responses of this issue were: textbooks, references books, dictionary from Nepali to English, Oxford Advance Learners Dictionary, story books written in Nepali and English, G. K., I.Q. books, Magazines, journals, math practice books, etc.

Out of 50 students 30 students said that there were number of text books, reference books, story books, dictionary, Oxford Advanced Learners Dictionary, journals, magazine etc. Whereas other 20 students responded that they find limited number of textbooks, magazines , newspapers, G. k. books, story books and one Oxford Advanced Learners Dictionary, Nepali to English dictionary.

4.2.3 Visit to Library

Students go to library to read books, magazines, different educational journals, newspapers. I got different responses to the question “How often do you go to your college library? Out of total 50 students, 20 students said they occasionally visit to the college library. In the same way 10 students said they regularly go to the college library to read the books and different newspapers. Similarly 10 students said they go to the college library once in a month to take the textbook from the library and 10 students said they did not like to go to the college library because to them going to the library is a waste of time. They depend on their own learning materials. The table below shows the data clearly:

Table No. 2

Visit to Library

Variable	No. of Students	Response	Percentage
How often do you go to your college library?	20	Occasionally	40%
	10	Regularly	20%
	10	Once in a month	20%
	10	Didn't like to visit	20%

4.2.4 Time Spend in the Library

There are different types of learners. Some are introvert whereas others are extrovert. Those learners who are extrovert like to discuss with their friends about the subject matter. They frequently participate in the group discussion.

Thus regarding the question “Do you like to read staying in your college library” out of 50 students 40 students wrote that they did not like to read staying in the library. They gave different reason to this answer. Most of the students stated that there was not enough space, separate table and chair. Moreover they did not find peaceful environment. The other 5 students informed that there was not facility of reading staying in the library. Their libraries were small. Only five students wrote that they like to read newspaper, magazine, dictionary, etc staying in the library. The table below shows the data clearly.

Table No. 3

Time Spend in the Library

Variable	No. of Students	Responses	Percentage
Do you like to read staying in your college library?	40	Didn't like to read	80%
	5	There was not such facility	10%
	5	Liked to read newspaper, magazine, etc.	10%

4.2.5 Recently Read Book

Regarding the question ‘Have you recently read any book from your library’ I got various answers from the respondents. Out of 50 students, 8 (16%) students wrote that they had recently read textbooks from the library. On the other hand rest of the students stated that they did not read any books recently. Those 8 (16%) students who wrote that they had recently read text books, name the following books: Meanings into words, physics, The Magic of words and Mathematics.

4.2.6 Kinds of Materials Students Prefer to Read in the Library

I got various answer to the question “what kinds of materials do you prefer to read in your library”. Most of the students responded that they prefer to read course related textbooks. Some other wrote that they prefer to read magazine, national or international science journal, newspaper and bilingual dictionary. Only few students stated that they prefer to read literary texts like novel, story books, jokes and G.K.

4.2.7 Use of Library to Keep the Tract of their Study

Generally, the habit of using library promotes the students practical knowledge on different skills and aspects of language. As students also learners outside the classroom, library will be the perfect place. In library we can find collection of teaching and learning materials on different fields where students can go and read according to their interest. Good management and facility of resource materials are the key things to attract the learners towards it. Regarding the question ‘Do you think your school library enable you to keep the track of your study’ I got very positive answer. In other words all the students said that their school library enables them to keep the track of their study.

Table No. 4

Use of Library to Keep the Tract of their Study

Variable	No. of Students	Responses	Percentage
Do you think your school library enable you to keep the track of your study?	50	yes	100%

4.2.8 Difficulties Faced by the Students in the Library

Out of 50 students, 20 (40%) students wrote that they did not face any difficulties while reading in the library. Whereas 30 (60%) student stated that they face different difficulties while reading in the library. The common difficulties faced by them were peaceful environment, limited number of course books, lack of different literary texts, electricity, furniture, sufficient space and difficult word meaning.

4.2.9 Learning styles and strategies used by the students in Library

Some students wrote that they read in the library to enhance their linguistic knowledge, to fasten their reading and for general understanding. Only few students stated that they make notes of whatever they read in the library. None of the students stated the name of any significant styles and strategies which were used by them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter presents the summary of the findings drawn from the close analysis of the collected data, objective wise conclusion and its actions on the different levels.

5.1 Summary

This study was carried out to find out students' practices of using library for self-learning and their views towards it. This study was divided into five units viz. (i) Introduction (ii) review of the related literature and conceptual framework, (iii) methods and procedures of the study, (iv) result and discussion and (v) summary, conclusion and implications of the study.

The first chapter deals with the background of library and self-learning. In this section, I have mentioned the context in which this research has been carried out. Similarly, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms have been mentioned.

The second chapter consists of the review of related theoretical literature, review of related empirical literature and implication of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, third chapter includes how the research was carried out. Such as design of the study, population and sample, sampling procedures, data collection tools, data collection procedure and data analysis and interpretation procedure.

Likewise, the fourth chapter deals with the result and discussion of the collected data and finally, the fifth chapter presents the summary of the whole study, conclusion or summary of the findings and the implications (policy level, practice level and further research level) of the study.

5.2 Conclusion

This study has found the actual condition of higher secondary schools' library of Rukum district and their students' practices of learning from there. Students have showed different responses towards their library. They have positive attitude towards it. I found most of the students use it for their self-learning as well as independent learning. They view that library promotes their linguistic knowledge as well as keep their track of learning. It is also discovered that most of the students like to read course related books, literary texts, I. Q. books, G. K. books, newspaper, bilingual dictionary, etc. students are greatly benefited from their library. Despite these realities, it is also discovered that all the schools have library but difference in resource materials, management, furniture, environment, etc. Although library is available in all the schools, I did not find enough materials for developing listening and speaking skills. There was not the facility of computer and internet. Only the written materials in limited numbers were found in all the library.

5.3 Implication

Every research study should have its implications in one or another ways. So, this research work has also some implications. It will be implied in the various levels viz. policy level, practice level and further research level. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on these levels have been presented separately below:

5.3.1 Policy Level

In policy level, this research study will be implied for the following purposes:

-)] To formulate policy regarding the various physical aspects of library such as management, facility of good deal of resource materials, availability of electronic materials, reference materials, setting of the library, and surrounding environment.
-)] To generate rules and regulations for using the library by the students as well as teachers for their self-learning and independent learning.

5.3.2 Practice Level

In practice level, this research study will be implied for the following purposes:

-)] To develop teachers', administrators', ELT managers' awareness towards the usefulness of library and materials of it.
-)] To carry out action research and manage library for better learning according to the nature of the students.
-)] To modify the students' learning and teachers' attitudes on the basis of information of this study.

5.3.3 Further Research Level

In further research level, this research study will be implied for the following purposes:

-)] To carry out a similar research work on the basis of its findings.
-)] To compare the public schools' students and private schools' students practices of learning from self-access centre by carrying out a research work.

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Appendix I
Questionnaire for Students

Dear Respondents,

As a part of my master’s degree in English education, M.Ed., I am carrying out a research on ‘**Practices of Learning from Self-access Centre**’ under the guidance of **Mrs. Saraswati Dawadi**, Lecturer of the Department of English Education, T.U., Kirtipur, Kathmandu. I have designed this questionnaire to collect students’ individual learning styles and preferences from self-access centre. Thus, this survey aims to identify your practices of learning and views towards self-access centre. So it is very important that you answer all the questions sincerely. Your identity and individual responses will be kept confidential, and the findings of the survey will be used only for research purposes.

Thank you for participation and cooperation.

Name of the student:

Class:

Name of the school:

i) Do you have library in your college? Yes/No

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ii) What kinds of learning materials do you find in your library?

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iii) Do you find reference materials in your college library? Yes/No

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iv) How often do you go to your college library?

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v) Do you like to read staying in your college library?

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vi) Have you recently read any book from your library? Yes/No

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vii) If yes, what are they?

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viii) What kinds of materials do you prefer to read in your library? Could you name some of them?

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ix) What kinds of written materials do you find in your library? Name some of the written materials that you find in your library?

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x) Do you like to read magazines and newspapers in your library? Yes/No

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xi) If yes, why

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xii) Do you think your school library enable you to keep the track of your study? Yes/No

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xiii) If no, give reason.

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xiv) Do you think the written materials of your library promote your linguistic knowledge? Yes/No

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xv) If no, give reason.

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xvi) Do you face any difficulties while reading in the library? Yes/No

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xvii) If yes, what are they?

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xviii) Do you think reference materials of your library supports your learning? Yes/No

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xix) If no, give reason

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xx) What learning styles and strategies do you apply while learning in the library? Could you name some of them?

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xxi) Do you make notes of what you read in the library? Yes/No

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xxii) If no, give reason.

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.....
.....

Thank you

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