CHAPTER I
INTRODUCTION

The present study entitled, "Use of Self-Access Centre for English Language Learning: A Case of Central Library of TU" begins with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitation of the key terms under separate headings.

1.1 Background of the Study

The students who want to promote their classroom learning and to be an autonomous learner should use self-access centers. Self-access centers are educational facilities designed for students learning that is at least partially, if not fully self-directed. A self-access center is a facility, which consists of "a number of resources (in the form of materials, activities and support), usually located in one place, and designed to accommodate learners of different levels, goals and interests" (Cotterall & Reinders, 2001, p. 2). In an effort to promote autonomy, many institutions have developed self-access centers. These centers have become increasingly more popular in the last few decades. The first such center was developed by "CRAPEL (Center de Recherches ET d'Application Pedagogies en Languages) at the University of Nancy, France, 1995. Since then, centers have arisen in United States, Europe and elsewhere around the globe" (McMurry, Tanner & Anderson, 2010, p.105). The idea behind these self-access centers is to promote and facilitate autonomous learning. Learner autonomy refers to the feature of learners to be entirely responsible for their learning. It also defined as self-directed learning. Autonomous students see the need to learn for themselves. They are highly enthusiastic about taking responsibility for their learning. Self-access facilities are important for promoting learners autonomy. These can be available to the learners in various

forms and places. The self-access center (SAC) is the place where learners are engaged in the self-learning activities and tasks. In other words, an SAC is like a Library in that it is essentially a materials resource. It designed and organized in such a way that facilitates independent learning. SAC is the collection of materials for language learning. Central Library of Tribhuvan University is a good example of SAC.

1.2 Statement of the Problem

In Nepalese scenario, many teachers and students limit their teaching and learning activities inside the classroom. They do not take care of other activities outside the classroom that make the learners autonomous. They do not focus on their independent learning. Only few students are aware of their own language learning. To promote their self-directed or independent learning SACs play very important role. In self-access centers, students get chance to promote their English language proficiency. In the context of Nepal, libraries and online resources are some examples of SACs. However, these are not available in every school and colleges in our country. In our country, there are many schools and colleges in ruler villages where SACs are not available for students' self-directed learning. However, self-access centers are very effective for students' independent learning. They help to promote and facilitate autonomous learning. Therefore, the concerned authorities of every school, college and universities should manage the well-equipped self-access centers. Central Library of Tribhuvan University is an example of SAC. Therefore, as a researcher I have selected this topic which will attempt to address the aforementioned problems.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To find out the views of Master's degree students towards Central Library as a model of SAC,

ii. To find out different perceptions of students about learning environment and resource materials of Central Library like collection of books, journals, textbooks, reference materials, IT exposures and

iii. To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answers to the following research questions:

i. What are the views of master's degree students towards Central Library as a model of SAC?

ii. Does TUCL have suitable environment for learning?

iii. Are IT services (i.e. E-mail, Internet, Google surfing) available for all students in Central Library?

iv. Does TUCL have huge collections of books and materials for reading?

1.5 Significance of the Study

While talking about the English language learning in Nepal, although the role of teacher in lower level is very important, we cannot ignore the significance of self-access centers for developing linguistic proficiency in English. Similarly, while talking about Master's degree students, SACs (e.g. Central Library of TU) are very important to expand their linguistic knowledge in English. It is expected that the findings of the research would be useful especially for both types of master's degree students who visit Central Library and who do not. Both types of students are benefited from this research because they get chance

to know something (i.e. ideas and suggestions) more about using Central Library as a model of SAC. Likewise, it is useful for the teachers and students who limit their teaching and learning activities inside the classroom because they also get chance to know the advantage of using SAC for developing students' proficiency in English language. Similarly, it is equally useful to the person or student who is interested in doing research in SAC.

1.6 Delimitations of the Study

This study was limited to the following areas:

i. The study was limited to Central Library of TU.
ii. It was limited to 40 students of M.Ed. 2nd year from Department of English Education, TU, Kirtipur.
iii. Only the independent learning activities of students at Central Library were focused.
iv. The tools were the questionnaire with open-ended and close-ended questions.

1.7 Operational Definitions of the Key Terms

Some main terminologies used in this research work are defined below:

Self-access center : It refers to the place like Central Library of TU where materials are collected for self-directed language learning.

Self-directed learner: It is self-motivated learners of M.Ed. 2nd year who take the initiativefor their language learning.

Linguistic Proficiency: It is the ability of M.Ed. 2nd year students to speak or perform in English language.

Learner autonomy: It refers to the learner's ability of taking one's own entire responsibility for their English language learning.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section consists of the details of reviewed studies and their implications in the study. In the same way, the theoretical concept and conceptual framework are also included under this chapter.

2.1 Review of Theoretical Literature

The sub-title deals with different theoretical perspectives related to the factors those directly or indirectly associate with the study and reviews of literature on different topics relating to self-access center for English language learning.

2.1.1 Learner Autonomy

Learner autonomy refers to the feature of learners to be entirely responsible for their own learning. It is also known as self-directed learning or independent learning. Learner autonomy emphasizes learner's approach for learning rather than method of teaching. Hedge (2010) 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" (p.82).

Thus, learner autonomy (or, self-directed learning) is more concerned with learner strategies, responsibilities and willing than with teacher resources, notes and explanations.

2.1.1.1 Good Language Learners

Learner autonomy is a state when the L2 learners are self-directive and self-reflective. "Autonomous learning takes the learner-centeredness of the humanistic styles a stage further in refusing to prescribe a patent method that all learners have to follow"(Cook, 2008, p.151). This means that autonomous learning suggests that good language learners are those who are self-directed. Self-directed (or, autonomous) learners are self-motivated and self-reflective. They take the initiative for their learning .They have clear ideas of what they want to learn and why. Omaggio (1978) as cited in Wenden (1998, pp. 41-42) provides a list of autonomous learners or good language learners' characteristics:

    i.   Autonomous learners have insights into their learning styles and strategies;

    ii.   Take an active approach to the learning task at hand;

    iii.   Autonomous learners are willing to take risk;

    iv.   Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;

    v.   Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and

    vi.   Have a tolerant and outgoing approach to the target language.

2.1.1.2 Learner Autonomy and Learner Training

The autonomous learners are able to select and implement appropriate learning strategies. Teacher's 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. Various research works have shown that self-directed or autonomous learning is more effective and important for the learners than teacher-controlled learning. This is why learner autonomy needs to develop in the L2 learners so that the learners will be more responsible and active for their learning. For this, the learners need to train

properly. Learner training is defined as a set of procedures, which raises learner's awareness of what is involved in learning a foreign language. It involves learners to become more involved, active and responsible in their learning. Learner training is a first step on the road to self-directed learning. Hedge (2010, p. 85) provides a frame of learner training.

Learner Training

MORE EFFECTIVE

Classroom Learning Self-Learning Independent Learning
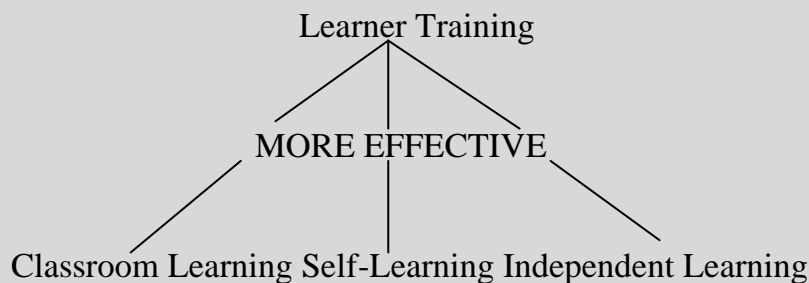
2.1.2 Self-Access Facilities

Self-access facilities are important for promoting learner autonomy. These can be available to the learners in various forms and places. The self-access center (SAC) is the place where learners are engaged in the self-learning activities and tasks. In SACs, students get various learning facilities and opportunities. 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. Self-access facilities help L2 learners to practice and learn different skills and aspects of the L2.

2.1.3 Self-Access Centre (SAC)

Self-access center (SAC) is the place designed for self-directed language learning in which students engage in literacy practices that permit their learning a foreign language. SAC provides students with the opportunity to develop language skills and self-study strategies. In general, the term self-access center refers to the organization of learning materials and equipment made available and accessible to students without necessarily having a teacher present. In

Sturtridge's words (1992), the term self-access center refers to the "system which makes materials available to language learners so that they can choose to work as they with, usually without a teacher or with very limited teacher support" (p. 4). Thus, in this case library, computer lab, etc. are examples of self-access center.

SAC is the collection of materials for self-access language learning (SALL). Self-access language learning is about giving opportunities for learners to learn a language independently and actively with the readily accessible materials. Self-access language learning centers are educational facilities designed for students learning that is at least partially, if not fully self-directed. SALL promotes the approach where students study independently choosing from among different resources that are available. Self-access language learning is closely related to learner-centered approach, learner autonomy and self-directed learning as all focus on student responsibility and active participation for his/her own learning. This style of instruction is most often done in the setting of a self-contained learning environment or self-access center. According to Impey & Underhill (1994), "A self-access center is a resource of learning materials to which students can have direct access, without the mediation of a teacher or other member of staff (p. 116). Similarly, in the words of Harmer (2003),

> SAC is a useful adjunct to classroom learning or indeed alternative
>
> to it-is the self-access or open learning center. In SACs students can
>
> work on their own (or in pairs and groups) with a range of
>
> materials, from grammar reference and work book type tasks to
>
> cassette tapes and video excerpts (p. 340).

According to Impey & Underhill (1994, p. 117) the self-access center contains many possible sources of material:

- Published EFL self-access materials;
- Published EFL class textbooks;
- Non-EFL educational materials;
- Authentic materials, adapted;
- Authentic materials, raw (including newspaper, magazines, TV);
- Home-made materials;

More specifically saying, the possible materials in SAC are course books and supplementary books, cassette, pronunciation activities, dictation, recorded news bulletins (audio/video), authentic materials, all homemade materials reference books, EFL publishers' series, computer, EFL software, etc.

2.1.3.1 Types of Self-Access Learning Centers

There are three types of self-access learning center. They are:

a) Fully Independent Learning

In its extreme form of self-directed learning students set their own curriculum and goals, self-access their progress. Teachers function only as "counselors" who give feedback after students evaluate their learning.

b) Semi-Guided Learning

To address problems with student use of self-access centers, some centers make tutors available to give academic and a kind of psychological support.

c) Online Self-Access Learning

Online self-access or online language support is a type of self-accessing learning. In its most basic form, online self-access involves institutions making language learning materials available online to students.

2.1.3.2 Characteristics of Good Self-Access Centre

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

i) 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.

ii) 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 centers successfully. Assistant teacher should direct the new pathways helping approximately.

iii) Training Students

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

iv) 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. Therefore, 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 relates to their needs and fits.

v) Keeping Interest Going

Students' 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 students' involvement to use materials, which become useful for such activities.

2.1.4 Learner Autonomy and Self-Access Centre

SAC is the collection of materials for self-access language learning (SALL). SALL is closely related to learner autonomy and self-directed learning. SALL is often treated as a synonymous for self-directed or autonomous learning. Therefore, there is close relationship between learner autonomy and SAC. Students get opportunity of learner autonomy in the SAC's learning environment. Gardner and Miller (1999 as cited in Hsieh 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 learners take responsibility for their learning and work towards autonomy. SACs are designed and organized differently depending on pedagogic aims. SALL is one of the self-access approaches to learner independent interaction with learning resources in SACs.

2.1.5 Library

Library is one of the best examples of self-access center. Library is an organized collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It is a collection of information resources in print or in other forms that is organized and made accessible for reading or study. The word 'library' derives from the Latin word liber ("book"). The origin of library lies in the keeping of written records, a practice that dates at least to the 3rd millennium BC in Babylonia. The first libraries are repositories of books were those of the Greek temples and those established in conjunction with the Greek schools of philosophy in the 4th

century BC. Today's libraries frequently contain books, periodicals, newspapers, manuscripts, microfilms, tapes, videos, compact discs, and other materials in addition to books. The growth of online communication network has established Library users to search electronically linked databases worldwide. Libraries range in size from a few shelves of books to several million items. It helps learners in self-directed language learning.

2.1.5.1 Types of Libraries

American Library Association (1996), categories library in four types. They are given below:

i)   Academic Libraries

An academic Library is generally located on the campuses or colleges and university and serves primarily the students and faculty of that and other academic institutions. The main functions of an academic Library are to provide resources and research support for student and faculty of the educational institution

ii)   Public Libraries

A public Library provides services to the public. Public libraries often have departments that focus on areas of service, such as youth, teens and adults.

iii)   School Libraries

School libraries are usually part of a school system, and serves students between kindergarten and grade 12.

iv)   Special Libraries

Special libraries offer unique opportunities to work in a specialized environment of interest, such as corporations, hospitals, the military, museums,

private businesses, and the government. Special libraries can serve particular population, such as the blind and physically handicapped.

2.1.6 Central Library of Tribhuvan University (TUCL)

Tribhuvan University Central Library (TUCL) is an academic library. TUCL was established along with the university in 1959. It is regarded as the best large, modern library in Nepal. In the words of Young Innovation (2012):

> The British Book Development Council in 1969 has rated it as one
>
> of the best libraries in Asia. It began with collection of 1200
>
> volumes of books. Now, the collection exceeds 350000 volumes of
>
> books. It is the largest library in the kingdom in terms of space,
>
> collections, users, services and the number of members. It has
>
> a total staff of 70 people, 12 professors, 3 administrators, assistants
>
> and other blue- collar staff. All the students of the university can
>
> become members with a minimum fee. Private membership includes
>
> payment of Rs 100/- a month along with a refundable deposit of Rs
>
> 1000/- for foreigners and Rs/- 500 for Nepalese.

Even though TUCL is an academic Library established to support the teaching and research programme of the university, it has extended its services beyond the limit of the university campus. TUCL has a fascinating collection of books on any subject. It has general and special collection of valuable, rare books, journals etc. The most comprehensive books on art, culture and any subject can be found here. In the micro

filling section, 40,000 rare books, periodicals, and journals have been computerized. There are entire volumes of encyclopedias on numerous subjects.

According to Nepal Library & Information Consortium (2012), "Since the beginning of January 2000, the Library has also started functioning as the ISBN National Agency in Nepal to distribute International Standard Book Numbers for the books published in Nepal."

Today, TUCL has a collection of over 350,000 library materials. It gives modern facilities to meet the contemporary global standards. Significant progress in knowledge banking at TUCL has been made because of collective efforts of the government, donor agencies, its efficient management team and hardworking employs. It has been continuously serving students, teachers, professors, and TU staff as well as others as knowledge resource center for more than five decades. With an increasing demand from the TU students and teachers, TUCL has taken new initiative to establish national depositary of digital publication. This initiative aims to publish the resource and reference materials in a digital form and make them easily available. TUCL has given first priority to compile the Ph.D. research paper of students in a digital form under this initiative. Library staff, teachers and students will benefit thesis and research paper writing from this scheme. Once this scheme is accomplished, TUCL will continue to work on digital publication by identifying next scheme.

The Library has maintained the traditional system of card catalogues for searching the materials. According to Nepal Library & Information Consortium (2012), "TUCL has been providing in-house computer database searching facilities through OPAC (Online Public Access Catalogue) computer terminals to search the existing records of the Library since 1995". The prime objectives of the Library is to support university's research and teaching and learning, and to help planners and decision makers of the country by providing necessary materials both in conventional and electronic format.

2.1.6.1 General and Special Collection

TUCL receives books and periodicals through purchase and gift. Besides printed materials, the library has also acquired non-book materials and e-resources. The collections of General Section are for issue. The library has maintained open access in most of the collection. Special collections are provided for internal use only. The readers are not allowed to borrow the documents from the Special Collection. However, the documents of the Special Collection Sections can be consulted inside the library and can be photocopied. According to Young Innovation (2012), the special collections are as follows:

    i.   American Studies Collection

    ii.   Audio-Visual Collection

    iii.   Constitutional Assembly Corner (CAC)

    iv.   Dissertations and Thesis Collection

    v.   ISBN Collection

    vi.   Japanese Studies Collection

    vii.   Manuscript Collection

    viii.   Microfilm Collection

    ix.   Nepal Collection

    x.   Nepalese National Bibliography

    xi.   Nepali Research Journals Collection

    xii.   Periodical Collection

    xiii.   Rare Collection

    xiv.   Reference Collection

    xv.   Singh Collection

    xvi.   Textbook Collection

    xvii.   United Nations Depository Collection

2.1.6.2 Services Provided by TUCL

According to Mr. Janardhan Dhungana, Chief of TU Central Library, TUCL provides following services:

    i.   Reference Service
    ii.   User Education Service
    iii.   Press Clipping Service
    iv.   Content Service
    v.   Xerox Service
    vi.   Book Reservation
    vii.   E-mail and Internet Service
    viii.   IT Service
    ix.   E-sources
    x.   Document Delivery Service
    xi.   Special Collection Services

2.2 Review of Empirical Literature/Previous Studies

So many researches that have been carried out in the field of self-access centers and learner autonomy are as follows:

Hsieh (2010) carried out research entitled, "Self-Access Centre and Autonomous Learning: EFL College Students' Motivations, Activities and Perceptions of Learning Effectiveness". The objective of his study was to investigate EFL students' learning experiences at an SAC. In his study, he used questionnaire as the main tool of data collection. His study examined the motivations, activities and learning effectiveness of 35 EFL students' learning at SAC of a college in Taiwan. It was also based on the relationship between the students' SAC use and their autonomous language learning behaviors. The findings of his research showed that beginning users (BUS) were mostly motivated to use the SAC by class work or requirements while non-beginning

users (NBUs) had more autonomous reasons for using the SAC facilities to learn English.

Joshi (2011) carried out a research entitled, "Learners' Perceptions and Teachers' Belief about Learner Autonomy in Language Learning". His study was based on survey design. His study subjects were the graduators and the teachers who regularly attended the university classes. The objectives of his study were to investigate the autonomous activities of the students in learning English. He used questionnaire and an interview schedule as his research tools. He found that the vast majority of the learners, i.e. 80% were aware of the goals and the process of learning English. The majority of the learners, i.e. 71% did many self-efforts to improve and enhance their English. Many learners, i.e. 66% assessed themselves though did not effort much to motivate self. The majority of the learners, i.e. 70% made use of reference materials. Only few learners, i.e. 30% used computers and internet for learning English. The vast majority of the learners, i.e. 80% perceived their own role as a great means to learn English. Similarly, he also found that the majority of the teachers, i.e. 74% not only thought but also found as part of their experiences that autonomous learners were the 'good learners' in every case.

Adhikari (2012) carried out a research entitled "English Language Learning in Self-Access Centre." His objectives were to find out self-access learning activities of the students in SAC and to find out teachers' attitude towards SACs. He selected 40 students and 4 teachers from public and private schools of Parbat and Kaski districts by using random and non-random sampling procedure. He selected two English teachers from each school purposively and students from class 9 and 10 by using random sampling procedures. He used questionnaire and interview schedule as the main tool for data collection. He found that majority of the students were benefited from the SAC and they used SAC for their self-learning. He also found positive attitude of teachers towards SAC.

Sapkota (2014) carried out a research on "Use of Self-Access Centers for Learner Autonomy". The 0bjectives of this study was to investigate the autonomous activities of students in learning at self-access center and to find out teachers attitude towards SAC. He conducted a survey research with sample of 8 teachers and 80 students using questionnaire and interview as data collection tools. He had used purposively non-random sampling procedure .The findings of this research showed that learners themselves are the primary sources to develop their English language proficiency.

The above-mentioned research works are related to learner autonomy and self-access center. However, my research work is different from these because it is related to TUCL and the main objective of my research is to find out the views of master's degree students towards Central Library as a model of SAC.

2.3 Implications of the Review for the Study

All the research studies mentioned above are conducted in the field of SAC and learner autonomy. My research is also in the same field. Among them Hsieh (2010) had carried out a research and it gave me the ideas about learner autonomy. Similarly, Joshi (2011) had also carried out a research; it facilitated me in selecting methodology. In the same way, Adhikari (2012) had also carried out a research, which gave me theoretical basis to conduct my research study. From Sapkota (2014), I got the ideas regarding the tools and techniques of survey research and sampling strategies. In order to conduct those researches, they have used survey research design by which I got many ideas about the process of survey research.

2.4 Conceptual Framework

Every researcher has his or her own conceptual framework in order to investigate research process. Therefore, I will also adopt the following conceptual framework for my research study.

```
                    ┌─────────────────────┐
                    │  Learner Autonomy   │
                    └──────────┬──────────┘
                               ↓
                    ┌─────────────────────┐
                    │ Self-Access Facilities │
                    └──────────┬──────────┘
                               ↓
                    ┌─────────────────────┐
                    │ Self-Access Centers │
                    └──────────┬──────────┘
                               ↓
                    ┌─────────────────────┐
                    │  TU Central Library │
                    └──────────┬──────────┘
```

Learning Environment	IT Service	Textbooks Collection	Reference Collection	Journals Collection	Special Collection
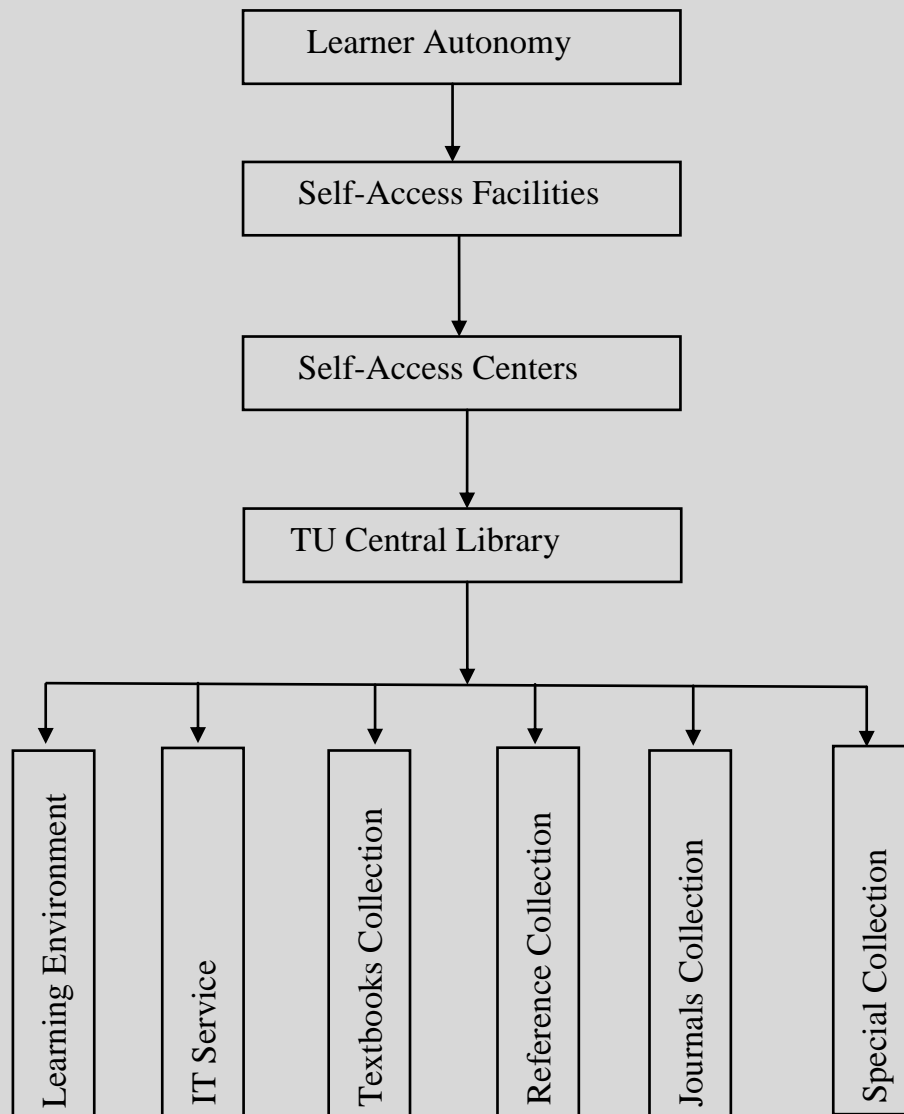
CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

This chapter comprises methodological considerations of the research. Methodology is a system of ways of doing something. Research methodology is the process of conducting research. It points out the systematic ways of planning, conducting and concluding of research. As Cohen, Manino & Morrison (2010) mention "By methods we mean the range of approaches used in educational research to gather data are to be used as a basic for inference, interference, interpretation, explanation and prediction" (p. 44).

3.1 Design and Method of the Study

According to Kumar (2009), "A research design is procedural plan that is adopted by the researcher to answer the question validity, objectively, accurately and economically" (p. 84).It is a blueprint or detailed plan of how a research study is to be completed; operating variables for measurement, selecting a sample, collecting data, analyzing, and testing the hypotheses.

We know that there are different kinds of research designs in the field of research viz. historical research, action research, experimental research, survey research etc. Among them survey research design is appropriate for my study. Therefore, I selected survey research design for my research work.
Survey is the descriptive research. It is the most commonly used method of investigation in educational research. It has to be carried out in a large scale and in natural setting. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. The findings of survey are generalized and applicable to the whole group."The main purpose of survey research is generally to obtain snapshot of conditions, attitudes and/or events at a single point in time" (Nunan, 1992, p.140).

Nunan (1992, p. 141) suggests eight-step procedures of survey research.

Step 1: Define objectives: - What do we want to find out?

Step 2: Identify the target population: - What do we want to know about?

Step 3: Literature review: - What have others said/discovered about the issue?

Step 4: Determine sample: - How many subjects should we survey, and how will we identify these?

Step 5: Identify survey instruments: - How will the data be collected: questionnaire/interview?

Step 6: Design survey procedures: - How will the data collection actually be carried out?

Step 7: Identify analytical procedures: - How will the data be assembled and analyzed?

Step 8: Determine reporting procedure: - How will results be written up and presented?

To sum up, survey research is one of the most important research designs used in educational investigation. The purpose of survey is generally to find out opinions, beliefs and attitudes on certain issues as well as to find out behaviors of different professionals, which is quite related objective of my research study.

3.2 Population, Sample and Sampling Strategies

Every research workis carried out in certain area and particular number of population should be selected for the convenience of the study. The population of this study comprised the students of M.Ed. 2nd year from University Campus, Kirtipur. For this study, 40 students selected as a sample. In order to collect the data, I used purposively non-random sampling procedure to select the sample for my study.

3.3 Study Areas/Field

To accomplish the targeted objectives of my research work, this study conducted in the University Campus, Kirtipur.

3.4 Data Collection Tools and Techniques

Regarding the use of tools and techniques for data collection, I used questionnaire with open-ended and close-ended questions.

3.5 Data Collection Procedures

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

i. At first, I went to the field and built rapport with concerned students. Then I introduced myself and explained the purposes and processes of my research study.

ii. After building rapport with concerned students, I distributed the questionnaire forms to the individual students.

iii. Then I collected the questionnaire forms from the students in order to get intended data for my study.

iv. After that, I thanked all students for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

Qualitative data were analyzed in a narrative way with description and quantitative data were analyzed and interpreted with the help of simple statistical tools like tables.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of Data and Interpretation of Results

This chapter deals with the analysis and interpretation of the data from the primary sources. The data were collected by using two sets of questions, i.e. open-ended and closed-ended questions in a questionnaire for students. I presented, described, analyzed and interpreted the information gathered from students. This means the collected data were analyzed by using qualitative and quantitative approach.

I used both closed ended and open-ended questions to collect the intended objectives from the students who were studying at University campus in Kirtipur. They are divided into two sets of questions: set 'A' & set 'B'. Set 'A' contained open-ended questions and set 'B' contained closed ended questions. In closed ended questions, the likert scale was adopted for the study. The data have been summarized using the descriptive statistics (frequency, percentage and mean) in the table. The open-ended questions were presented and described descriptively and narrative. The questionnaire was given to the students of M.Ed. 2nd year of University Campus. The total number of students was 40. The questions were classified into two sets, i.e. open-ended and closed-ended and students' responses are analyzed and interpreted in the following sub-headings:

4.1.1 Students' Responses on Set 'A' Questions

To find out the students' responses about the use of SAC like TUCL, the participants asked some open-ended questions to make the subjective judgment. The responses of the open-ended questions are analyzed and interpreted in the subsequent section. The following are the subtopics and by

the help of these subtopics, I obtained my goal on research. The subtopics are given below:

4.1.1.1 Students' Opinion on TUCL

4.1.1.2 Learning Environment at TUCL

4.1.1.3 Books in TUCL

4.1.1.4 Problems in TUCL

4.1.1.5 Ways of Selecting Books in TUCL

4.1.1.6 TUCL for English Language Proficiency

4.1.1.7 Rooms for Self-Learning

4.1.1.8 IT Services and Its Use

4.1.1.9 Developing Vocabulary Power

4.1.1.10 Suggestions for Using SAC

4.1.1.1 Students' Opinion on TUCL

This is the questionnaire topic. I had prepared a question for this topic to collect the opinion of the students. Regarding the question "Do you think Central library of TU is a good example of self-access center (SAC) and why? Almost all of the students, i.e. 90% stated that TUCL is a good example of SAC because there are many collections of various resource materials, e.g. books, journals, reference materials, newspaper, magazines and students can learn any type of materials through self-access from which they can develop their cognitive power and linguistic knowledge. Very few students, i.e. 10% said that TUCL is not a good example of SAC because most necessary materials are not available for the students and most of the materials and books available are outdated and not sufficient.

From these statements, I can conclude that TUCL is a good example of SAC. There are collection of books, journals, and other materials, which help those people who want to develop their linguistic knowledge through self-access center.

4.1.1.2 Learning Environment at TUCL

I tried to inquire them that whether they found peaceful environment at TUCL or not. Regarding the question, "What type of learning environment you have found in TUCL?" and almost all students, i.e. 90 % stated that TUCL's learning environment is calm, peaceful, clean, and supportive. They said that there are silence rooms for students' self-study. Three students respond that TUCL learning environment is very nice and fine but space is not enough in TUCL and modern technology for learning is still poor. One of them said that TUCL learning environment is noisy because every level of students go there for study which makes the environment noisy.

These reveal that learning environment of TUCL is praise worthy because there is peace, silence, and good environment for students' self-access learning.

4.1.1.3 Books in TUCL

Regarding the question, "Do you read your course related books or others in TUCL?" almost all students, i.e. 90 % said that they read both course related books and other type of books e.g. journals, newspapers, reference books in order to develop their linguistic and general knowledge. However, one of them said that he used to read other type of books, which help to develop his out knowledge. Such studying does not help in his course but it can promote his studying habit. Studying course related books help in his examination and can promote his linguistic proficiency in English.

4.1.1.4 Problems in TUCL

My query was related to find out the opinion of students while using TUCL. The question is "Does any difficulty occur while reading and borrowing books from TUCL?" According to the data more than one third respondents, i.e. 40% said that there is no any difficulty in reading and borrowing books from TUCL but we need library card of TUCL. Similarly, more than half students, i.e. 55% said that they feel difficulty because sometime they cannot get required books

and other materials for reading and borrowing. Similarly, those people who do not have library card cannot borrow books from TUCL. Very few, i.e. 5% respondents respond that there is no difficulty while borrowing books but we cannot find some of the books, which we are searching, and some books are very old so there is difficult to read because of the tearing pages.

This reveals that there is somehow difficult while reading books due to traditional approach to access the racks and selves of books. However, every student who wants to borrow books from TUCL need library card and it is easy process for borrowing books.

4.1.1.5 Ways of Selecting Books in TUCL

Regarding the question "How do you select books from TUCL?" the majority of the students, i.e. 70% stated that they select books with the help of card catalogue, which is kept in the library. Around one-third students, i.e. 30% students said that they select books according to their interest and subject matter. Among them one student said that he sometimes take help of library staff. This concludes that they select books by using card catalogue and according to their interest.

4.1.1.6 TUCL for English Language Proficiency

Regarding the question "How is TUCL helpful for developing your English language proficiency?" , most of the students said that thousands of English books are available in TUCL and we can develop our English language proficiency by reading different English books, journals, magazines, newspaper, e-copy. There is also internet service, which helps us to visit Google and online journals. One student said that when she started to consult TUCL she got chance to read many books, newspapers, journals, textbooks written in English language which increased her knowledge along with confident from where she developed English language skills and proficiency.

From these statements, I can conclude that TUCL has huge collection of books, which are related to English language and those English books help to develop students' English language proficiency. There is also IT services and students use internet to develop English language proficiency.

4.1.1.7 Rooms for Self-Learning

I tried to inquire them that whether there are any suitable rooms or not. Regarding the question, "Are there any suitable rooms for students' self-learning?" almost all students,i.e. 90% said yes, there are silence rooms for self-learning. Among them one student said that yes, there are silence rooms but space is not enough. Remaining students, i.e. 10% respond that there are no suitable rooms for students' self-learning. Any way every people have their own view but this data reveals that TUCL has suitable rooms for students' self-study.

4.1.1.8 IT Services and Its Use

Regarding the question, "Does TUCL have IT services? How does it help in your English language learning?" The vast majority of the students, i.e. 80% said that there is IT services in TUCL and it is helpful in the sense that it provides online journals, articles and some professional blogs. One student said that we could get world's knowledge and every kind of information, books and learning materials from IT services. Therefore, it is helpful in English language learning. Remaining students, i.e. 20% do not know whether TUCL have IT services or not.In this way, the vast majority of students said that TUCL has IT services and they surf internet and read which help them in English language learning.

4.1.1.9 Developing Vocabulary Power

Regarding the question "How does self-access learning in TUCL help to develop your vocabulary power in English?" They said that they read many English books, magazines, articles, journals, newspaper staying in TUCL,

which helps to develop their vocabulary power in English. One student said that while reading he faces with many difficult words, to understand the text he must know the meaning of the text, which definitely enrich his vocabulary power. This reveals that all kinds of English related books they read independently in TUCL help to develop their English vocabulary.

4.1.1.10 Suggestions for Using SAC

The last question, "What kind of suggestions do you give for those students who use SAC like TUCL?" and they said this:

- Visit once and feel yourself.
- Do not miss any opportunities, which we found from TUCL.
- TUCL is a garden of resource materials so take benefits from there, which is the best destination for self-development.
- TUCL is a bank of knowledge.
- It helps to develop our linguistic knowledge.
- It develops our self-confidence and language skills.
- It helps to develop our independent learning.

In this way, all students want to say that TUCL is a good example of SAC, it helps to develop our linguistic proficiency, and they request those students who do not use TUCL to use and feel academic change in them.

4.1.2 Students' Responses on Set 'B' Questions

As I mentioned before, the questions are divided into two categories (i.e. set 'A' & 'B') to find out the opinion of students about TUCL. In this set, there are closed ended questions. The following are the subtopics and by the help of these subtopics, I obtained my goal on research. This is also an important part of my data analysis and I used likert scale to obtain the objectives of my research. The subtopics are as given:

4.1.2.1 Environment of TUCL

4.1.2.2 Accessibility of IT Services

4.1.2.1 Environment of TUCL

I had prepared two questions for this topic to collect the opinion of the students. According to the students' opinion, I had tried to find out the learning environment of TUCL. I tried to inquire whether the environment of TUCL is suitable for students' self-learning or not. I got different responses from the students, which was shown by the help of the following table.

Table1
Learning Environment of TUCL

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral	
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
1.	TUCL environment is suitablefor study.	-	-	2	5	2	5	20	50	18	45	38	95	-	-	3.4
2.	There is noisy environment in TUCL.	14	35	21	52.5	35	87.5	2	5	2	5	4	10	1	2.5	1.88

[Note •**SD:** Strongly Disagree, **D:** Disagree, **A:** Agree, **SA:** Strongly Agree, **N:** Neutral, S.N**:** Serial Number, **F:** Frequency, **%:** Response in Percentage]

The table shows that the participants were asked two questions related to the learning environment of TUCL and the answers were various within a scale of (1) strongly disagree (2) disagree (3) agree (4) strongly agree (5) neutral. The table shows that almost all the students, (i.e. 95%) agree that the environment of TUCL is suitable for students' self-learning. However, remaining students, i.e. 5% students disagree with this statement. The mean is 3.4, which is between agree (3) and strongly agree (4). This also shows that the environment of TUCL is suitable for learning. The responses of second question shows that the vast majority of students, i.e. 87.5% disagree with the statement that TUCL's environment is noisy. Only few numbers, i.e. 10% of them agree about the issue while 2.5% of them could not decide, i.e. neutral on it. The mean value 1.88 calculated for the question no. 2 shows that there is peaceful and calm environment in TUCL.

4.1.2.2 Accessibility of IT Services

I had prepared a question for this topic, (i.e. It services are easily accessible for students in TUCL) in order to collect the opinion of the students. The following table shows the opinion of the students:

Table 2
Accessibility of IT Services in TUCL

S.N.	Questions	Responses													Mean
		Disagree						Agree				Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
3.	IT services are easily accessible for students in TUCL	4	10	18	45	22	55	7	17.5	3	7.5	10	25	8	20	2.83

Analysis of the above table shows that many students, i.e. 55% disagree with IT services easily accessible for students in TUCL. Only few students, i.e. 25% agree with this issue. However, remaining students, i.e. 20% of them neither

agree nor disagree. They are in neutral position. The mean is 2.83,which is between disagree (2) and agree (3). After the analysis, I found that many informants disagree with accessibility of IT services in TUCL.

4.1.2.3 Borrowing Books

I tried to inquire whether the students borrow books from TUCL or not. For this, I had prepared a question and the responses of students are given below:

Table 3
Borrowing Books from TUCL

S.N.	Questions	Responses													Mean
		Disagree						Agree						Neutral	
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
4.	I always borrow books from TUCL.	2	5	7	17.5	9	22.5	22	55	3	7.5	25	62.5	6	15	3.1

This question designed to find out whether the students regularly borrow the books from TUCL or not. Based on the responses, table 3 denotes that more than half students, i.e. 62.5% agree that they always borrow books from TUCL. Remaining students, i.e. 22.5% students disagree with the statement while 15% of them neither agree nor disagree. The mean is 3.1, which is between agree (3) and strongly agree (4). From these data, it becomes clear to me that many students always borrow books from TUCL.

4.1.2.4 Reading inTUCL

This topic includes two questions, i.e. 'I like to read staying in the TUCL like reading English books in TUCL'. I got different responses from the students, which shown by the help of the following table:

Table 4
Reading Books in TUCL

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
5.	I like to read staying in the TUCL.	1	2.5	2	5	3	7.5	18	45	19	47.5	37	92.5	-	-	3.38
6.	I like reading English books inTUCL.	-	-	-	-	-	-	28	70	12	30	40	100	-	-	3.3

Above table includes two questions, which related to reading books in TUCL. These opinions obtained from the questions, which was, as 'I like to read books staying in the TUCL'. In the response of the question no. 5, almost all students, i.e. 92.5% students agree that they like to read staying in the library. Only very few students, i.e. 7.5% disagree to this statement and none of the students are in neutral position. The mean is 3.38, which is between agree (3) and strongly agree (4). By the above analysis, total students, i.e.100 percentage, students agree with the statement that they like reading English books in TUCL. The mean is 3.3, which is between agree (3) and strongly agree (4). From the table, it is reflected that majority of the students like to read books staying in the TUCL.

4.1.2.5 Linguistic Proficiency

I had prepared two questions for this topic to collect the opinions of the students. I tried to inquire whether TUCL helps to develop the English language proficiency of students or not. I got different responses from the students, which is shown by the help of following table:

Table 5
Developing Linguistic Proficiency in Learners

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
7.	TUCL is helpful for developing linguistic proficiency.	-	-	2	5	2	5	26	65	10	25	36	90	2	5	3.3
8.	TUCL helps to develop your proficiency in English language.	1	2.5	1	2.5	2	5	26	65	12	30	38	95	-	-	3.23

Table 5 shows that the majority of the students, i.e. 90% agree to the fact that TUCL is helpful for developing linguistic proficiency. Among them, very few students, i.e. 5% disagree with the statement; while 5% of them neither agree nor disagree with the statement. They were in neutral position. The mean is 3.3, which is between agree (3) and strongly agree (4). Similarly, the table also shows almost all, i.e. 95% of the students, agree with that question No.8. Only 5% students disagree with the question. The mean is 3.25, which is between agree (3) and strongly agree (4). This clearly shows that vast majority of the students develop their linguistic proficiency from TUCL and it helps to develop proficiency in English language.

4.1.2.6 Books and Materials

The following table includes two questions, i.e. 'TUCL has a huge collection of books for reading' and 'Materials are enough for students in TUCL'. The responses are given below in the table:

Table 6
Collection of Books and Materials

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
9.	TUCL has a huge collection of books for reading.	-	-	8	20	8	20	22	55	10	25	32	80	-	-	3.05
10.	Materials are enough for students in TUCL.	4	10	14	35	18	45	14	35	-	-	14	35	8	20	2.85

Question No. 9 as in the table 6 used to find out whether TUCL has a huge collection of books for reading or not. The vast majority of the students, i.e. 80% agree with this statement. Only few students, i.e. 20% not agree with this statement. Similarly, the table also shows that many students, i.e. 45% students disagree with the question no. 10 that materials are enough for students in TUCL. Few students, i.e. 35% agree with this statement and 20% students are in neutral position. For the question 9, the mean is 3.05, which is between agree (3) and strongly agree (4). For the question No. 10, the mean is 2.85, which is between disagree (2) and agree (3).

4.1.2.7 Electricity and Sitting Arrangements

The following table includes three questions, which are related to electricity and sitting arrangements of TUCL for students.

Table 7
Facility of Electricity and Sitting Arrangements

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
11.	TUCL has good facility of electricity.	-	-	10	25	10	25	14	35	12	30	26	65	4	10	3.25
12.	TUCL has enough desk and benches for sitting.	2	5	8	20	10	25	20	50	8	20	28	70	2	5	3
13.	There is noisy environment in TUCL.	4	10	6	15	10	25	20	50	8	20	28	70	2	5	2.95

The table shows many of the students, i.e. 65% agree that TUCL has good facility of electricity. Only few students, i.e. 25% students disagree with the statement and very few, i.e. 10% are in neutral position. The mean is 3.25, which is between agree (3) and strongly agree (4). Likewise, in the second question, the majority of the students, i.e. 70% agree that TUCL has enough desks and benches for sitting. Only few students, i.e. 25% disagree with this and only 5% students neither agree nor disagree with this statement. The mean is 3, which is agree (3). Similarly, in the third question, the majority of the students, i.e. 70% believe that TUCL has good sitting arrangement for students and they agree with this. Among them few students, i.e. 25% disagree with this statement and only 5% students are in neutral position, they could not decide on it. After the analysis, I found that there is good facility of electricity and sitting arrangements for students in TUCL.

4.1.2.8 Access to the Students

The following table includes two questions, i.e. 'The library has maintained open access in most of the collection' and 'Special collections are provided for internal use only' along with responses of students.

Table 8
Access to the Students in Collections

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
14.	The library has maintained open access in most of the collections.	-	-	11	27.5	11	27.5	14	35	9	22.5	23	57.5	6	15	3.25
15.	Special collections are provided for internal use only.	1	2.5	7	17.5	8	20	20	50	10	25	30	75	2	5	3.13

Many students, i.e. 57.5% agree with the first statement. Only few students, i.e. 27.5% disagree and 15% are unknown about this because they are in neutral position. The mean is 3.25, which is between agree (3) and strongly agree (4).The majority of the students, i.e. 75% are agree with the next question. Among them, few students 20% students are disagree and 5% are in neutral position. The mean is 3.13, which is between agree (3) and strongly agree (4). This table shows that TUCL has open access in most of the collection including special collection.

4.1.2.9 Collaborative Learning

I had prepared a question for this topic, i.e. TUCL has suitable rooms for group discussion. The following table shows the responses of students.

Table 9
Rooms for Collaborative Learning

S.N.	Questions	Responses														Mean
		Disagree						Agree						Neutral		
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
16.	TUCL has suitable rooms for group discussion.	10	25	16	40	26	65	10	25	-	-	10	25	4	10	2.3

This question designed to find out whether TUCL has suitable rooms for group discussion or not. Based on the responses, only few students, i.e. 25% found positive, i.e. agree. Most of the students, i.e. 65% disagree with this statement. Very few students, i.e. 10% could not decide on it. The mean is 2.3,which is between disagree (2) and agree (3). After the analysis, it found that there is problem of rooms for collaborative learning in TUCL.

4.1.2.10 Internet Services

This topic includes two questions, i.e. TUCL has laboratory for E-mail and internet service and TUCL has been providing free-wifi services for the students. I got different responses from the students, which is shown by the help of following table:

Table 10
Internet Services for Students

S.N	Questions	Responses													Mean
		Disagree						Agree						Neutral	
		SD(1)		D(2)		Total		A(3)		SA(4)		Total		N(5)		
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	
17.	TUCL has laboratory for E-mail and internet service.	3	7.5	2	5	5	12.5	20	50	10	25	30	75	5	12.5	3.3
18.	TUCL has been providing free-wifi services for students.	2	5	8	20	10	25	6	15	2	5	8	20	22	55	3.85

Table 10 shows that the majority of the students, i.e. 75% agree with statement that TUCL has laboratory for E-mail and internet service. Among them very few students, i.e. 12.5% disagree the statement; while 12.5% of them cannot decide on it. The mean is 3.3, which is between agree (3) and strongly agree (4). However, in the next question, "TUCL has been providing free wifi services for students", many students, i.e. 55% are in neutral position because they cannot decide on it. Only few students, i.e. 20% students agree and 25% students disagree with the statement. The mean is 3.85, which is between agree (3) and strongly agree (4). The table shows that there is laboratory for E-mail and internet service in TUCL but they do not know whether there are free-wifi services in TUCL or not.

4.2 Summary of Findings

Based on rigorous analysis and interpretation of the collected data, the following findings have extracted:

i. TUCL had found as a good model of SAC and students got benefits from there.

ii. Almost all the students, i.e. 90 % have positive opinion towards the learning environment of TUCL. They like to read books staying in TUCL because there are silence rooms for students' self-study.

iii. Almost all the students, i.e. 90% used to read both course related books and other types of books.

iv. SAC like TUCL learning is useful for promoting classroom learning because it is a garden of resource materials and bank of knowledge.

v. There is some difficulty while reading books due to traditional approach to access the racks and shelves of books in TUCL and they use card catalogue while selecting books.

vi. TUCL has IT services and students surf internet but it is not easily accessible for all students.

vii. Though there is E-mail and internet laboratory in TUCL, many students, i.e. 55% are unknown whether there is wifi service in TUCL or not.

viii. Though there are silence rooms and other suitable rooms for self-study, many students, i.e. 65% said that TUCL has not suitable rooms for collaborative learning.

ix. The vast majority of the students, i.e. 80% said that TUCL has a huge collection of books for reading.

x. Many students, i.e. 57.5% said that TUCL has maintained open-access in most of the collections, which helps in their independent learning.

xi. Students believed that TUCL helps to promote their autonomous learning and develop their English language proficiency and vocabulary power.

CHAPTER V
CONCLUSIONS ANDRECOMMENDATIONS

This is the last chapter of the research, which is concerned with the major findings of the research. It consists of conclusions and recommendations for further improvements. It further adds policy related, practice related and further research related view of the researcher.

5.1 Conclusions

The analysis and interpretation of the data obtained from the students have led the researcher to reach some conclusions. The target of teaching/learning should be the learner autonomy. Many current theories of teaching/learning also emphasize on the learner-centered activities. For this, self-access centers are the perfect place for the students where they can learn themselves according to their interest. The obtained data also showed that the use of self-access centers like TUCL for English language learning is better and more effective. It helps to develop learner autonomy. SACs learning is useful for promoting classroom learning, which helps to develop their confidence. According to the data, though there are some weaknesses, TUCL is a good model of SAC. TUCL has some weaknesses and the concerned authorities should minimize those weaknesses. The findings of data showed that TUCL is a garden of resource materials and bank of knowledge, which helps to develop linguistic proficiency of students. Therefore, the obtained data concludes that the well-equipped SACs should be in every college and schools for self-development of students.

5.2 Recommendations

This thesis is related to the use of self-access centers. According to the answer sheets of students, it was found that SACs like TUCL are helpful for developing language skills and proficiency of students. It helps to develop

students' independent learning and self-confidence. Therefore, I would like to suggest and recommend the students to use SACs like TUCL. SACs are very helpful for students in English language learning because SACs are garden of resource materials where we can learn many English books and other materials like magazine, journals, newspaper, etc. Based on the findings, appropriate recommendations are suggested for policy level, practice level and further research level.

5.2.1 Policy Related

This thesis is a small-scale research; it might lack to represent rest of the learners of TU. Therefore, it would be more scientific if the research were inclusive by collecting sample from all students of Tribhuvan University. Self-access centers are the necessary things for the students. Therefore, TU authorities should make a kind of policy on quality of self-access materials and well equipped self-access centers.

5.2.2 Practice Related

The education is based on practice level. Students must get more chance for practice. SACs are the best destination for students' practice of language learning. They get chance to develop their linguistic proficiency and self-confidence in SACs. It helps to develop their independent learning or autonomous learning. Here, TUCL is a good model of SAC. TUCL has a huge collection of books and other materials. It is helpful for developing language skills and proficiency of students. However, there are some weaknesses in TUCL. Therefore, it is recommended that University Campus and TUCL authorities should minimize the weaknesses, increase the quality of materials, and make the Central Library well equipped.

5.2.3 Further Research Related

Based on the findings, the following recommendations for pedagogical implication and further research have been derived:

a. The use of self-access center found more effective for students. Therefore, use of SAC should give more emphasis.

b. The language teacher should motivate students for using SACs, which help to enhance the students' learning of language.

c. This research was based on TUCL but I want to suggest the further researcher to study other SACs of TU like Curriculum Resource Centre (CRC), Department library, etc.

d. This research had carried out at University Campus, Kirtipur by using only M.Ed. 2nd year 40 students. It may not represent for the whole students of TU. Therefore, I suggest the further researcher to study SACs of other colleges of TU.

e. I had carried out this research under several limitations; here the other researchers who are interested to carry out the research in this topic suggested not doing the research under the same limitations in which I have done.

References

Adhikari, C.P. (2012). *English language learning in self-access center*. An unpublished M.Ed. thesis. Kirtipur, TU.

Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in Education*. London: Rutledge.

Cook, V. (2008). *Second language learning and language teaching.* London: Arnold.

Cotterall, S. & Reinders, H. (2001). *Learners' perceptions and practice in self-access language learning.* Tesolanz, 8, 23-38.

Dhungana, J. (2015). *TU Central Library.* Kirtipur. (Retrieved from tribhuvan-university.edu.np/tu-Central_... in 22/12/2016).

Florian, S. (2016). *Libraries.* Austria. (Retrieved from en.m. wikipedia.org/wiki/Library in 22/12/2016).

Harmer, J. (2003). *The practice of English language teaching.* London: Longman.

Harmer, J. (2008). *The practice of English language teaching.* London: Longman.

Hedge, T. (2010). *Teaching and learning in the language classroom.* Oxford: OUP.

Hsieh, H.C. (2010*). Self-access center and autonomous learning: EFL college students motivation and perceptions of learning effectiveness*. An unpublished Doctoral dissertation. India University. (Retrieved from www.google.com in 21/12/2016).

Impey, G. & Underhill, N. (1994). *The ELT managers' handbook*. Oxford : Heinemann.

Joshi, K.R. (2010). *Learners' perception and teachers' belief about learner autonomy in language learning*. Journal of NELTA 16, 13-26.

Kumar, R. (2009). *Research methodology*. Dorling: Kindersley Pvt. Ltd.

McMurry, B. L., Tanner, M. W. & Anderson, N. J. (2010). *Self-access centers: Maximizing learners' access to center resources.*Journal of SISAL, 1(2), 100-114. (Retrieved from www.google.com. in 22/12/2016).

Nepal Library & Information Consortium. (2012). *Tribhuvan University Central Library (TUCL).* Kirtipur. (Retrieved from info@nelic.org. in 22/12/2016).

Nunan, D. (1992). *Research methodology in language learning*. Cambridge: CUP.

Sapkota, P. (2014). *Use of self-access centers for learner autonomy*. An unpublished M. Ed. thesis, TU, Kirtipur.

Sturtridge, G. (1992). *Self-access preparation and training*. London: The British Council.(Retrieved from www.google.com. in 21/12/2016).

Wenden, A. (1998). *Learner strategies for learner autonomy.* Great Britain: Prentice Hall. (Retrieved from www.google.com. in 21/12/2016).

Young Innovation (2012) *TribhuvanUniversity Central Library Introduction*. (Retrievedfromtucl@tucl.org.np. in22/12/2016).

Questionnaire for Students

This questionnaire is prepared to draw information for my research work entitled "Use of Self-Access Centre for English Language Learning: A Case of Central Library of TU". My research work had carried out under the guidance of respected guru **Mr. Bhesh Raj Pokhrel**, Lecturer in the Department of English Education, TU. I hope that you will co-operate with me to fill up this questionnaire form.

The Researcher

Bimala Joshi

Name of student:

College:

Level:

<div align="center">**Set 'A'**</div>

1)   Do you think Central Library of TU is a good example of self-access centre (SAC) and why?

2)   What type of learning environment you have found in Tribhuvan University Central Library (TUCL)?

3)   Do you read your course related books or others in TUCL?

4)   Does any difficulty occur while reading and borrowing books from TUCL?

5)   How do you select books from TUCL?

6)   How is TUCL helpful for developing your English language proficiency?

7) Is there any suitable room for students' self-learning?

8) Does TUCL have IT services? How does it help in your English language learning?

9) How does self-access learning in TUCL help to develop your vocabulary power in English?

10) What kind of suggestions do you give for those students who do not use SAC like TUCL?

Please indicate how much you agree or disagree with each of the following statements. Strongly Disagree (SD), Disagree (D), Agree (A) strongly Agree (SA), Neutral (N).

S.N.	Activities	SD (1)	D (2)	A (3)	SA (4)	N (5)
1	TUCL environment is suitable for study.					
2	There is noisy environment in TUCL.					
3	IT services are easily accessible for students in TUCL.					
4	I always borrow books from TUCL.					
5	I like to read staying in the TUCL.					
6	I like reading English books in TUCL					
7	TUCL is helpful for developing linguistic proficiency.					
8	TUCL helps to develop your proficiency in English language.					
9	TUCL has a huge collection of books for reading.					
10	Materials are enough for students in TUCL.					
11	TUCL has good facility of electricity.					
12	TUCL has enough desks and benches for sitting.					
13	TUCL has good sitting arrangement for students.					
14	The library has maintained open access in most of the collection.					
15	Special Collections provided for internal use only.					
16	TUCL has suitable rooms for group discussion.					
17	TUCL has laboratory for E-mail and internet service.					
18	TUCL has been providing free-wifi services for students.					

Thank you very much.

APPENDIX 2

Name of the Informants

1. GajendraSubba	21. Gita Thapa
2. Tribhuvan Shah	22. AnupGurung
3. RajendraYonghang	23. RachanaLimbu
4. Puspa Nepal	24. BhimMagar
5. PadamBdr.Ojha	25. DipakDangi
6. KshetraPratapLuitel	26. PoonamPoudel
7. Harka Singh Karki	27. SushilChaudhary
8.RenuThapa	28.Amrit Kumar Jayaswal
9. TilakSaud	29. GomaDhakal
10. Durga Devi Magar	30.Ramesh Baniya
11. KalyanPuri	31. ShovaDhanuk
12. LaxmiMaharjan	32. Namita Nepal
13. MunaPun	33.Sajan Aryal
14. Rita Nepal	34. Dev Narayan Pokhrel
15. Sumina Saud	35.DipakAdhakari
16. YogenBega	36. Tirtha Raj Aryal
17. BinodGurung	37. YeshodaDhakal
18. Kshetra Lama	38. BasantaBasnet
19. NabinaChauhan	39. SunitaShrestha
20. ShovaPoudel	40 Dipa Nepal