USE OF SELF-ACCESS CENTRE FOR LEARNER AUTONOMY

A Thesis Submitted to the Department of English Education
In partial Fulfilment for the Master of Education in English

Submitted by
Prakash Sapkota

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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DECLARATION

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

Date: 2014/01/28

_____

Prakash Sapkota

DEDICATION

Dedicated to

my father Dandapani Sapkota and my mother Khagisara Sapkota who devoted their whole life to make me what I am today.

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Sapkota** has prepared this thesis entitled '**Use of Self-Access Centre for Learner Autonomy'** under my guidance and supervision.

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Date: 2014/02/02 **Prakash Sapkota**

ABSTRACT

The present research entitled **"Use of Self-Access Centre for Learner Autonomy"** is an attempt to find out the relationship between the students' SAC use and their autonomous language learning and to find out teachers' attitude on SAC learning. It further aimed to investigate whether the learners of B.Ed. level make use of self-access centres or not. The researcher tried to find out the impact of self-access centres in the students' autonomous activities. Both the primary and secondary sources of data have been used in this study. Descriptive and analytical study design along with both qualitative and quantitative data have been used in this study. A sample of eight B.Ed. level college from Kathmandu and Lalitpur districts have been taken by using purposive non-random sampling. The researcher selected ten students and one teacher from each college. The study found out that the use of SACs plays the significant role to develop learner autonomy. The study also reflected that majority of the students i.e. 85% are aware of learning English language and they are succeeded through the use of SACs. They do a lot of self practice to improve and enhance their English. From the study it was also found out that 80% of the learners made use of reference materials and 75% of them used electronic devices in their English language learning process. Majority of the learners were highly conscious of using SACs to be autonomous learners.

The present study is divided into five chapters. The first chapter deals with introduction which consists of general background, statement of problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two comprises review of related literature which includes review of empirical literature, implication of review for the study and conceptual framework. Chapter three introduces methods and procedure of the study, which encompasses design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Chapter four deals with result and discussion of the collected data. Chapter five incorporates summary, conclusions and implication of the study. References and appendices are included at the end of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percent
A	=	Agree
DA	=	Disagree
ELL	=	English Language Learning
ELT	=	English Language Teaching
i.e.	=	that
LA	=	Learner Autonomy
Lg.	=	Language
No.	=	Number
Prof.	=	Professor
SA	=	Strongly Agree
SAC	=	Self-Access Centre
SALL	=	Self-Access Language Learning
SD	=	Strongly Disagree
T.U.	=	Tribhuvan University