

# **CHAPTER-ONE**

## **INTRODUCTION**

The present study is on "Use of Self-Access Centre for Learner Autonomy". This chapter deals with general background, statement of the problems, rationale of the study, objectives, research questions and hypothesis, significance of the study, delimitations of the study along with operational definition of the key terms under separate heading.

### **1.1 Background**

Language is the most advanced and powerful means of human communication. It is universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as, transmitting human civilization, literature, politics and diplomatic activities and human achievement. According to Jespersen (1994, p.4)

Language is not an end in itself just as little as railway tracks, it is a way of connection between sounds, and a means of communication...language is the most complete, the richest, and the best means of communication. It bridges the physical chasm between individuals...

According to Brown (2009, p. 12)

Language is primarily human and non- instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. By means of language, we can express our ideas, feelings or emotions. Language is interwoven by different but interrelated skills like-listening, speaking, reading and writing. These

skills are arranged systematically for the complete skeleton of language.

This is why; it is the vehicle for ideas.

Wardhaugh (1992, p.3) writes that "Language is a system of arbitrary vocal symbols used for human communication". Language is a special gift for the human beings. It not only facilitates our expressions but further helps in our thinking as well. In the absence of language we cannot communicate. Our ideas, feelings and emotions change very quickly depending upon time and situation but if we record them by help of language, they are long lasting. Thus, language is primarily a means of communication. It is species specific, i.e. only human beings are capable of learning a language.

There are many languages spoken in the world. Among them, English is the most widely used and expanded language. It is the international language and a medium of international communication.

According to Brown (2009, p.17)

One in every seven human beings speak it. More than half of the world's books and three quarters of international mails are in English. Of all languages, English has the largest vocabulary perhaps as many as three millions words and one of the noblest bodies of literature. From this point of view, the demand of English language has been increased rapidly.

Language learning and self-access centres are the intertwined terms because most of the students or the learners go to those centres and learn as much as they can. So, self-access and language learning cannot be separated. Self-access and language learning should be made close to each other. By involving in the self-access centres the learners can develop their language learning capacity. So, language learners can be independent by involving in the self-

access centres. Most of the ELT classes in Nepal are conducted with teachers' interest and their easiness. Many of the researches show that there is little place for learner centred instruction.

## **1.2 Statement of the Problem**

In the context of Nepal, only a few researches have been carried out in the field of learner autonomy. Such as they do not have special focus on self-access and autonomy. In this research, the researcher attempts to find out the impact of self-access centre to develop learner autonomy or to become independent learner. The researcher views the following problems and he thinks that those problems should be indicated to the concern authorities and personnel. They are as follows:

- i. In most of the learning centres there is no facility of self-access centre.
- ii. In some institutions or learning centres there is the facility of self-access centre but it is only in name i.e. there are not sufficient resources.
- iii. In Nepalese context there is the trend of formal education which is the sole source of knowledge i.e. they didn't take care of self-access centre.
- iv. There is not the proper system of evaluation between independent learner and dependent learners.
- v. Learners do not know the proper way to use self-access centre in their learning.

By indicating the above problems the researcher has tried to investigate those issues in the field of learner autonomy. So that it was reasonable and helpful for the concerned authorities and concerned institutions as well as learner themselves too.

### **1.3 Rationale of the Study**

The present study "The Use of Self-Access Centre for Learner Autonomy" is conducted on the basis of learners, teachers' view points and the use of self-access centres to make the learners autonomous. This study has the direct and indirect impact upon the users of the libraries, reference materials, brochure and different audio-visual and related technology as well as attending different conference, seminars and trainings which has the great importance in English Language Learning. The rationale behind this study is the manipulation of the variables such as, students of B.Ed. level, teachers of the same level and the places where the teachers and the learners have the consultation.

The study relates different variables and investigates whether or not there is any role of the self-access centres to make the learners autonomous or not. The present day is the day of information and technology. By taking care of this issue, the researcher has tried to investigate the use of these technological and other self-access centres as the sources of investigation. The whole research moves around the periphery of classroom instruction of colleges, the teachers of related level and the learners of the mentioned age group and educational level. Finally, this study is conducted to find out some pedagogical implication and implication related to policy, planning and further researches.

### **1.4 Objectives of the Study**

The general objectives of this study was to find out the use of self-access centres for learner autonomy. Specially the study had the following objectives:

- i. To investigate the autonomous activities of students in learning English in Self-Access Centre.
- ii. To find out teachers attitudes towards self-access centres.
- iii. To recommend some pedagogical implications.

### **1.5 Research Questions**

The study seeks to address the following questions:

1. What is the teachers' role in autonomous learning ?
2. What is the teachers attitudes towards SAC ?
3. What learning activities students do to be autonomous ?
4. What difference teachers find between the students who always go to SAC and who never go to SAC in their learning process ?

### **1.6 Significance of the Study**

This investigation primarily focuses on the B.Ed. level students, where they need to do a lot besides what a teacher tells them to do. In scenario of our contry students do a lot in their learning. Previous studies examined the role of depended learning in the class room learning with the help of teachers. Foreign language learning can take place without or with help of teacher. The researcher tries to find out the students learning activities in self-access centre to be autonomous learner. With this study, the researcher tries to find out how often learners use self-access centre in their learning and they become independent or autonomous learners. This research was useful especially to those people who want to do research in any fields of self-access language learning or SACs. Likewise, it is also useful for the teachers and the students who are teaching and learning in the classroom or outside classroom. It is also useful to material designers who can develop and publish access self materials if they go through this research study. They can make the students accountable with the help of the especially designed materials. Likewise, this will be useful to the teachers who want to make their students more accountable in their learning. It will be also useful to the school administrators, ELT managers or LTOs to make known about the learning issues.

### **1.7 Delimitations of the Study**

The current study had the following delimitations:

- a) It was limited to only Kathmandu and Lalitpur districts.

- b) It was limited to only eight colleges.
- c) It was limited to B.Ed. level and ELT teachers who taught them.
- d) This study was limited to the study of autonomous activities in self-access centre and teacher students perceptions related to learner autonomy for purely an academic purpose.
- e) It was limited to autonomy and self-access centre, survey questionnaire and the semi-structured interview which were used as the tools of this study.
- f) It was limited to English major students.

## **1.8 Operational Definitions of the Key Terms**

The following important terminologies are used throughout the study.

**Awareness:** Awareness means to be conscious about the learning process.

**Distinct:** Distinct means different to one-another and their behaviours.

**Independent Learning:** Independent learning refers to students' learning that "take place independently of teacher control, to a great or lesser extent.

**Learner Autonomy:** Learner Autonomy is "the ability to take charge of one's own learning".

**Perception:** Perception means the view or outlook of the learners and teachers.

**Self-access Language Learning:** Self-access language is "learning that takes place in a self-access centre".

**Self-directed Learning:** Self-directed learning is "learning in which the learners have control over the learning process."

**Self-instruction:** Self-instruction is "learning without the help of a teacher".

## **CHAPTER-TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Theoretical Literature**

Self-access language learning centres are educational facilities designed for students learning that is at least partially if not fully self-directed. Students have access to resources ranging from photocopied exercises with answer keys to computer software for language learning. These centres are an outgrowth of a style of learning that can go by several names learner-centred approach, learner autonomy or self directed learning. These centres exist primarily in Asia, Europe and North America. Use of such facilities and the pedagogical theory they are based upon has its advantages and disadvantages. Proper use can result in a feeling of empowerment and better learning outcomes but getting to the point where students and teachers can exploit them effectively can be problematic. For this reason the structure of established self-access centres varies from completely student directed with classroom immersion to programs that provide primarily tutor or instructor guidance for student work. Sheerin (1989) perceives the primary aim of self-access learning as to "enable learning to take place independently of teaching" and learners can ultimately direct their own learning through the use of the self-access facilities. Benson (2007, p. 10) describes self-access learning as "dealing with the relationship between the self-access systems and autonomy in learning which means learners organizing the self-access learning resources and environments to interact with the process of their own learning".

Gremmo and Riley (1995, p.156) view self-access as "a number of resources (in the form of materials, activities and support) usually located in one place and is designed to accommodate learners of different levels, styles, goals and interests. It aims to develop learner autonomy among its users."

In most of the EFL/ESL situations, content is taught and learnt in English medium in the academic course. In course of teaching English in Nepal, teachers feel uncomfortable and difficult in teaching English because they themselves describe it as a difficult subject; and students pay less attention thinking it as difficult subject and takes less responsibility in learning English to make them autonomous learners. Then they are able to take responsibility for their own learning which promotes the quality of learning. Hsieh (2010, p.1) states "Application of the learner autonomy theory has been widely practiced in various areas of language teaching and learning." Similarly, following Cotterall (1995, p.195) autonomy in language learning is "a desirable goal for philosophical, Pedagogical and practical reasons". She describes it as the behaviors that the learners use to establish independence. Many learner centred programmes claim to be learner centred, individualization learning that requires a lot of access of self learning materials, resources and ability to use them. Thus, we can say that the roles of promoting learner autonomy in English language learner play the crucial role by teacher and practices of institutions for providing them the materials for self-access. Learner autonomy is an approach to learning in which students take some significant responsibility for their own learning inside or outside the classroom instruction. Hence, autonomous learning takes place only when a learner gets access of self learning materials. Self-access refers to a learner's direct access to language learning resources inside or outside the school. It involves learners in making decisions on learning objectives, learning strategies, materials, pacing, time, and place. Learning enables learner to design and organize the materials independently. Self-access learning resources can be inside or outside the school. The inside school includes libraries, self-access centres, teachers and friends. However, Nepalese EFL language learners may not have such opportunities of access of self-access contexts even libraries, in all contexts. However, they have the access of books, newspaper, articles and journals inside or outside the school. Their access of materials and use of them automatically influence their linguistic ability. In most of the cases the



collection of English newspaper, books, articles, poems, novels, dramas are found most of the schools in their library. Students go there in their leisure time or even teachers take them in such libraries. Following Lazar (2009, p. 179) literature self-access centre as a library or small collection of texts for students to read on their own with minimal supervision. The reading can be done either in class time or for homework. In literature self-access centre students use these materials according to their nature, time and places with or without the teacher's guidance. In self-access learners have own control of learning process. It is thought that in classroom learning, the control of learning is in the hand of the teacher. Following Cotterall and Reinders (2001, p. 3) the importance of independent learning has resulted in the creation of SACs in many languages teaching institution. They assert,

Self-access centre consist 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.

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

Self-access is probably the most widely used and recognized term for an approach to encourage autonomy. Sheerin (1989, p.144) refers to self-access as "a means of promoting learner autonomy". We certainly see self-access as a

way of encouraging learners to move from teacher dependence towards autonomy.

Self-access language learning is an approach to learning language, not an approach to teaching language. The concept of independent learning is still new to teachers and students. Independent learner should be provided with support and learner training to access of materials. In some cases students get the access of materials and study themselves.

### **2.1.1 Independent Learning**

Independent language learning is learning a language through the use of a self-contained learning environment which provides an independent study programme with readily accessible materials, makes available a form of help... either through answer keys or through counseling and possibly offers the latest technology (Dickinson, 1987, p. 27). That is, students are offered an environment in which they are active participants rather than passive recipients of information. This is a neutral term referring generally to situations in which learners are learning without the direct control of the teacher. Independent learning refers to a particular attitude towards learning one in which the learner is prepared to take responsibility for his/her own learning. The final goal of independent learning is to provide the self-access materials to the students. In independent learning interests and motivation play a crucial role to develop their learning ability. Edith (1994, p.162) finds out the three essential requirements of independent language learning materials. They are:

#### **) Materials must be interesting and challenging**

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

### **) Materials must be relevant**

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

### **) Materials must be varied indeed**

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

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

Independent language learning is an essential complement to classroom based learning if learners are to acquire target competence in a realistic period of time. It follows that language teacher can help to promote learning efficiency by making links between teacher guided learning and learner initiated activities outside class.

### **2.1.2 Learner Autonomy**

Learner autonomy refers to the features of learners to be entirely responsible for their learning. This does not refer to the reduced role of teacher; it rather makes the learners better active themselves so that they can get better resources from the teacher for their learning. The learners need to be encouraged to adopt strategies for decision making, risk taking, critical thinking, self-reflecting and

thus second language learning. The role of teacher needs to be centred on developing autonomy in the learners. Learner autonomy is one of the interesting phenomena in the field of SLA. This has become the focal point for many scholars and researchers these days. The term autonomy refers to one's ability to decide the laws for oneself. The concept is found in moral, political and bio-ethical philosophy. Learner autonomy emphasizes that the autonomy of learner approach to learning rather than method of teaching.

Holec (1980, p. 3) defines it as "the ability to take charge of one's learning" by determining the objectives; defining the contents and progressions, selecting methods and techniques to be used; monitoring the procedure of acquisition by properly speaking and evaluation what has been acquired. Similarly, Little (1981, p.4) views learner autonomy "as a capacity- for detachment, critical reflection, decision making and independent action". He further explains that it presupposes, but also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy was displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. Both the definitions mentioned above focus on learner autonomy as having the characteristics of being free from external constraints i.e. as a capacity.

Learner autonomy is the complete responsibility for ones learning carried out without the investment of a teacher or pedagogic materials. However, learners may also differ in terms of their degree in taking such responsibility. i.e. their ways and extent of being involved in such activities may differ. In autonomy, learner is totally free for all the decisions concerned with learning.

Pennycook (1997, p.39) defines LA as "the struggle to become the author of one's own world, to be able to create own meaning, to pursue cultural alternatives amid the cultural politics of everyday life".

The definition by Bound (1988) illustrates autonomy as an approach to learning. According to him (ibid, p.23) "the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction". In other words, LA is the ability to assume responsibility for one's own affairs-the ability to act in situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of the decisions. Thus, an autonomous learner can participate in classroom as well as self directed learning modes.

In the words of Hedge (2000, p. 410) it is "the ability of the learner to take responsibility for his or her own learning and to plan, organize and monitor the learning process independently of the teacher". She correlates the concept mainly to the area of formal instruction. In this sense observing all the definition above, we come to a common point; they refer to a concept that the learners are involved in their own learning process. Autonomous learning thus, reaches beyond a social context.

As Benson and Voller (1997) emphasize, the term LA comes to be used at least in the following five ways: situations in which learners entirely study on their own; a set of skills which can be learned and applied in the self- directed learning; an inborn capacity which is suppressed by institutional education; the exercise of learners' responsibility for their own learning; and the right of learners to determine the direction of their own learning.

So, we can define an autonomous person as one who has capacity to make and carry out the choice which governs his or her actions independently. This capacity depends on two main factors, ability and willingness. A person may have the ability to make independent choice but he/she may not have willingness to do so because such behavior is not perceived as appropriate to his or her role in a particular situations. On the other hand, a person may be willing to exercise independent choices but not have ability to do so.

So, the term LA has been used very broadly. However, it is used to refer to the capacity of a person to work out without being controlled by other people. The concept may refer to the situations where one learners without being dragged by the others and the actions done on self for learning. It is taken as the ability to act and make decisions without being controlled by anyone else. It is the learner's ability of taking one's own responsibility. Thus, learner autonomy is more concerned with learner strategies, responsibilities and willing than with teachers' resources, notes and explanations.

### **2.1.3 Self-Access Centre**

Self-access centres are important for promoting learning autonomy. These can be available to the learners in various forms and place. The self-access centre (SAC) is the place where learners are engaged in self learning activities and tasks. According to Harmer (2008, p. 403) the SAC is "a useful adjunct to the classroom learning. In SACs students get various learning facilities and opportunities. They can work on their own (or in pair and groups) with a range of materials. They can work with books, worksheets, CDS, DVDs, internet and so on." Some SACs consist of banks of computers. Other may rely on books and references. Self-access centre refers to design and organization of resources in a way that facilitates independent learning. SAC is the collection of materials of Self-Access Language Learning (SALL). SALL is often treated as a synonymous for self directed and autonomous learning. So, SACs are final components for promoting autonomy in learning. Gardner and Miller (1990, 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. SAC can also have teacher directed activities and materials too. The two concepts self access learning and learner autonomy generally view that they are confusing term. No doubt, there is a close relationship between them. Learner

autonomy is a technique of learning not teaching, but self-access refers to independent learning where different types of materials are available. They are the final goal of learner autonomy.

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

SACs can be considered as a library even if modern SACs are well equipped with many modern electronic materials or technology. In SAC students get much more freedom in how they work as they are not decided by the teachers 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 settings in which language learning is the central goal. Jones (1995, p. 228) says "These days 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". On the other hand 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 enough related materials are well equipped to the learners according to their interests. Thus, we can say that SAC contains different materials to promote learner autonomy.

SAC provides the learner self-access facilities. Following Hedge (2008, p. 97) the facilities a self-access centre might contain:

- ) Using a Call
- ) Using written text
- ) Using listening cassettes
- ) Using the libraries
- ) Using radio and T.V.
- ) Using a grammar bank
- ) Using a language game
- ) Using exam materials

To promote these self-access facilities, SACs contain various types of materials. McGrath (2008, pp. 147-149) categories the probable materials in SAC. They are:

- ) Published materials
- ) Authentic materials
- ) Adopting and supplementary published materials
- ) Specially prepared materials

We can say that SACs are just a lab or the library. The SACs is an English language learning centre which aims to help students with four language skills (reading, writing, speaking, listening). The SACs has tailored its services and facilities in order to provide the students alternative way to learn English. The way they discuss, all the SACs are not identical. Hedge (2010, p. 147) says, "Self-access resources can vary substantially from one institution to another". However, the purposes of SACs are identical. Their aim is to promote learner opportunity, for self directed learning and promote learner autonomy. Hedge (ibid) says, "The ultimate aim of self-access facility is that eventually learners was able to use it in their own way according to self formulated goals, with strategies for mentoring their own progress". At last we can say that SACs are the learning centres where learners learn autonomously or independently.



### **2.1.3.1 Characteristics of Good-Self-Access Centre (SAC)**

The alternatives of classroom learning are called open learning/self-access learning. In SACs students can work (read and write) themselves with the materials which are available there. In SACs learners are free to learn. There is no any control of teachers. Harmer (2008, pp. 404-406) has given the followings characteristics of a good self access centre. They are :

#### **) Classification System**

The materials of SACs have a preponderance of book and paper materials on bookshelves in files or in boxes; these should be clearly classified by skill, activity and level. Such classification information should be visually prominent, using color coding and or clear labeling; students should also be able to consult a cared index or database.

#### **) Pathways**

Once students have completed an exercise they can be given suggestions about where to go. The material they have been using can list other items on the same topic: on the computer screen, students can return to the main menu when they have completed an exercise and that menu can offer a range of further possibilities.

SAC assistants and teachers have a major role to play in helping students to use the centre successfully and follow appropriate pathways. Students can be shown where things are can be helped with hardware and software problems and directed down new pathways. In order to help students in this way, assistants and teachers need to be fully aware of a centres contents and benefits and trained through induction materials specially designed SAC lesson and staff seminars to help students appropriately.

## **) Training Students**

Most students, left to their own devices in a SAC or on a computer website, will not know how to use the facility to its best advantage. They may not have proper knowledge about how to use self-access materials in the centre. In these cases, some teachers provide training in class, giving students clear tasks and then taking them directly to the SAC to have them complete these. Many teachers design quizzes to get students hunting around the website or the centre itself. Even when students have been trained to use a SAC, they will still benefit from the help that assistants and teachers can give them in the centre itself.

## **) Making Self-access Centres Appropriate for Students**

One view of a 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 styles of learning which his students found most comfortable. Clear evidence suggested that students enjoyed working collaboratively and so, instead of the usual individual seating spaces in many SACs, student could choose more 'coffee-table' places, designed specifically to have groups working together. There was a higher tolerance of noise than might be expected in some other places and tasks were designed which specifically encouraged pair and group interaction.

Anyone setting up a SAC or designing materials and tasks for use in it should think carefully about who is likely to use it and what patterns of use was most culturally appropriate. This guarantees the involvement of the students in learning because they really meets the needs of its users.

## **) Keeping Interest Going**

SACs really come into their own when students take the decision to go and study there by themselves and continue to do so over a period of time. For this

reason, administrators and teachers have to devise methods to keep users involved and interested. One way of doing this is to give students a feedback sheet to fill in after every activity. Such forms are ostensibly for the centre's use the process of reflecting on an activity helps to maintain the user's engagement and prepares them for the next task.

### **2.1.3.2 Materials for Self-Access Centre**

A self-access centre is a resource of learning materials to which students can have direct access without the mediation of a teacher and other member staff. An SAC is like a library in that it is essentially a materials resource. The goal of SAC is to promote independent learning out of the class. The self-access materials should fit to the students interest and learning. The materials which are found in an SAC are course book and supplementary books, listening cassettes, authentic materials, recorded news and bulletins, homemade materials, reference books, computers, EFL software etc. McGrath (2008, pp. 147-149) categorises the probable materials in SAC. They are:

#### **) Published Materials**

Published EFL self access materials and published EFL class textbook materials was for extensive reading. There was reference section which contains as dictionaries, grammar books, advice on language learning. There was practice materials, listening booths where learner can listen and practice according to their choice. However, different types of materials are found in a SAC, some publishers produce materials intended for independent learners' use. These materials should contain with an answer key.

#### **) Authentic Materials**

Authentic materials also have place in an SAC. Gardner and Miller (1990) list following categories of materials as authentic materials in an SAC. These are newspapers, magazines, user manuals, leaflets and brochures, foreign mission

information, materials from international companies and airlines; letters, faxes and e-mails, videos and songs, lectures, interviews are recorded. A satellite dish may bring live radio and TV program direct into the centre. For some kinds of materials permission from concerned authority is needed. These all materials can be catalogued for logistical problems.

### **) Adapting and supplementing Materials**

An SAC is likely to contain published materials that has been adopted or supplemented in some ways. Books or workbooks can be cut up and mounted in durable form. The purposes are to offer a set of single focus activities and permit a much larger number of students to use the materials. These cut-up materials can be combined with teacher prepared answer key in case of grammar and vocabulary exercises. Materials of these kinds are adopted and supplemented the course book.

### **) Specially Prepared Materials**

All published and authentic materials may not address the needs of students working on their own. Sheerin (1989 as cited in McGrath 2008, p.149) points out that they are intended primarily as 'prototypes' for different types of self-access activities in different areas. These activities are organized into three broad categories. The emphasis of the first is on learner training followed the activities at different levels focusing on receptive and productive skills. Sections within this category are graded and activities are included an handwriting, spelling, punctuation and pronunciation. The final category is 'building blocks' and contains activities on grammar vocabulary and key functional areas. However specially prepared materials activity types include:

- ) Practice/testing activities e.g. dictation cloze tasks
- ) Learning/awareness raising activities e.g. discovery tasks
- ) Reflective/creative activities e.g. book review story writing
- ) Social /peer meeting activities, communicative tasks.

However these materials may bring the learners involvement in SAC. Another way in which learner can contribute to the development of self access materials is through their feedback. Gardner and Miller (1990) suggest feedback can be collected in a number of ways which are not mutually exclusive. Different scholars suggestion the organization of the self-access materials, the classification and centres too. Some of them include Sheerin (1989), Dickinson (1987) Tibbetts (1994), Gardner et al. However criteria for the design of self access materials have been proposed by Sheerin (1989) and Dickinson (1987). Following McGrath (2008, p. 150) such materials should have following characteristic:

- ) Clearly stated objectives: to facilitate learner selection and indexing.
- ) Attractive presentation: illustration, color and the use of reasonable sized type face can all help to encourage learner to work with the materials.
- ) Clear layout and path ways: indicating how different components fit together and how these relate to other materials.
- ) Clarity of instructions: in a monolingual situation, the L1 might be used: examples will often be necessary.
- ) Manageability and Feasibility: The scope of each unit of materials should be limited so that it does not require a huge investment of time and effort.
- ) Support : to help learners to make sense of materials (e.g. illustrations, explanations glossaries, transcriptions of spoken texts)
- ) Advice: on how to work with the materials and a choice of procedure.
- ) Worthwhile: It should be possible to learn some things by doing the activity, and that ‘something’ should be worth learning.
- ) Feedback: the form this take will vary according to the type of activity: keys and tape scripts allow learners to check their own answers: for less closed activities, a commentary might be more appropriate.

- ) Balance and variety: there should be roughly the same quantity of materials for each main focus and at each level and this should be varied in objective and activity type.

Self-access material is of exercises which enable the learners to work on what they need in their own time and at their own pace without reference to a teacher. Such materials attempt to achieve the desirable objective of learner centred, learner invested activity. Tomlinson (1998, pp. 320-21) says:

Most self-access materials have consisted of controlled or guided practice activities which have used cloze, multiple, choice, gap-fillings, matching and transformation activities to facilitate self-marking and focused feedback. Such activities can usefully contribute to the development of explicit declarative knowledge. The opportunities have been lost to help learners to develop procedural knowledge of language and also that self access materials have made little contribution to the development of implicit knowledge.

This view reflects that self-access materials may not encourage potential value of experiential learning offering responsibility and choices to the learners. The designed materials should facilitate experiential learning and providing opportunities for different learners who have different learning style. These materials should provide opportunities for choice and helping the learners to take responsibility for their own learning. For this, Tomlinson has distinguished by access-self activities with self-access activities. Following Tomlinson (1989, p.322) the principles of access-self activities are:

- ) Be self-access in the conventional sense of providing opportunities for learners to choose what to work on and to do so in their own time and at their own pace.

- ) Be open-ended in the sense that they don't have correct and incorrect answers but rather permit a variety of acceptable responses.
- ) Engage the learners' individuality in the activities in such a way as to exploit their prior experience and to provide opportunities for personal development.
- ) Involve the learners of human beings rather than just as language learners.
- ) Require a personal investment of energy and attention in order for learner discoveries to be made.
- ) Stimulate various left and right brain activities at the same time and thus maximize the brain's potential for learning and development.
- ) Provide a rich, varied and comprehensible input in order to facilitate informal acquisition.

From these views, access-self activities are more humanistic approach to self-access activities. They aim to develop DK and PK as well as making a positive and broadening contribution to their education. On the other hand features of access-self materials according to Tomlinson (1998, pp. 322-323) are:

- ) The materials provide extensive exposure to authentic English through purpose full reading and /or listening activities.
- ) Whilst reading listening activities are offered to facilitate interaction with the text.
- ) The post reading/ listening activities first of all elicit global, holistic responses which involve interaction between the self and the text.
- ) The focus of the main responsive activities is on the development of such high level skill as imaging, inference, connecting, interpreting and evaluating.
- ) They help the learners to fix selective attention.

- ) Production activities involve the use of the target language in order to achieve situational purposes rather than just to practice specific linguistic features of the target language.
- ) The learners are given plenty of opportunities to make choices which suit their linguistic level, their preferred learning styles, their level of involvement in the text and the time they have available.
- ) Whereas self-access activities are typically private and individual, access-self activities include the possibility of like minded learners working together without reference to a teacher.
- ) Feedback is given through commentaries rather than answer keys.
- ) Learner training is encouraged through activities which involve the learners in thinking about the learning process and in experiencing a variety of different types of learning activities.
- ) Suggestions for individual follow-up activities are given at the end of each unit.

We can summarize the possible self-access materials are for personal practice. They give learners the responsibility of decoding what and how much to do. They contain open-ended questions to encourage experiential learning. Access self materials use previous learners answer for comparison and feedback rather than imposing teacher's answers. They make creative drama and use of creative writing as well as set open ended activities. They contain 'think' questions use of extended texts for language awareness and discovery work. These materials also provide opportunities for teacher feedback.

#### **2.1.4 Learner Autonomy and Self-Access Language Learning**

According to Gremmo and Riley (1995, p. 150) self-access learning have been in existence since the late 1960s. Gardner et al. in their latest book on Self-Access (1999) views SALL in relation to the development of learner autonomy. They see SALL as "an approach to learning language" (1999, p.8) and



elsewhere defines it as "learning in which students take more responsibility for their learning than in teacher directed setting" (1999, p.17).

SALL has the potential to promote learner autonomy in a number of ways. Firstly it provides facilities which allow learners to pursue their own goals and interests while accommodating individual differences in learning style, level and pace of learning; secondly, the resources have the potential to raise learners' awareness of the learning process by highlighting aspects of the management of learning, such as goal setting and monitoring progress; thirdly, SALL can act as a bridge between the teacher-directed learning situation, where the target language is studied and practiced, and the 'real world,' where the target language is used as a means of communication. Finally, SALL can promote the learning autonomy of learners who prefer or are obliged to learn without a teacher by supporting their learning in the absence of an organized language course. In different contexts, SALL offers varying degrees of guidance but encourages students to move towards autonomy.

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

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

language proficiency. That means both self-access and learner autonomy are important for the learning process than Lg teaching.

### **2.1.5 Learner Autonomy and Self-Access Centre**

In recent years in teaching and learning SAC has spread its area rapidly in SALL. SALL is often treated as a synonymous for self directed, independent learning or autonomous learning. There is a close relationship between SALL and autonomous learning.

Gardner and Miller (1990 as cited in Hitch 2010, p.31) define "Self-Access as a way of encouraging learner to move from teacher dependence towards autonomy". They see SALL as a learning environment in which learner take responsibility for their learning and work towards autonomy. Teacher role is crucial to develop learner independent learning in their self-access environment. Classroom training has a crucial effect to promote learner autonomy or self directed learning in SAC. Similarly, Hedge believes on the same statement. Teacher role is crucial to develop learner independent learning in their self-access environment. Classroom training has a crucial effect to promote learner autonomy or self directed learning in SAC.

Like other areas literature has documented various kinds of SACs. There is close relationship between SAC and student's independent learning. Student's gets opportunity of learner autonomy in the SACs learning environment.

SACs are designed and organized differently depending on pedagogic aims. SALL is one of the self-access approaches to learn autonomy. Self-access centre provides learners with more choices and flexibility and they make decisions for their own learning. SAC learning focuses on the learner independent interaction with learning resources in SACs.

### **2.1.6 Literature Self-Access Centre**

An SAC is a resource of learning materials to which students can have direct access without the mediation of a teacher and other member staff. An SAC is like a library in that it is essentially a materials resource. The materials in SAC should be specially prepared. In this McGrath (2008, p. 147) says

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

This indicates SACs are different from disciplines to disciplines. The management of self-access learning most ensures the independent learning that open to learner's way to learn when they have to time to attend. The self-access learning centre established to attempt to provide good learning environment. It means there should enough furniture, fitting carpets, well decoration or better lighting. All learners may not have equal knowledge about modern technology. The teacher should manage about this issue. According to McGrath (2008, pp. 147-149), the self-access centre contains following categories of materials:

- ) Published materials
- ) Authentic materials
- ) Adapting and Supplementing materials
- ) Specially prepared materials

To work in SAC successfully learners need to have the sense of self awareness. Learners need to monitor their learning through a process of self assessment

which may also be new to them. Learners should record their work and their progress.

The way of encouraging students to enjoy literature by themselves is by making use of a literature self-access centre. Lazar (2009, p. 179) defines, "A literature self-access centre is a library or some all collection of texts for students to read in their own with minimal supervision. Reading can be done either in class time or for homework". The self-access centre could consist of:

- ) literature texts such as novels, magazines, 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 extracts short stories and poems kept in the classroom and from which students select and borrow texts.
- ) a small collection of books (novels, short story collections, poetry anthologies, etc) which are kept in the classroom and from which students borrow regularly.
- ) a collection of video recordings of plays or films based on novels and audio recordings of literary texts which students are encouraged to work through on their own-perhaps after reading the original literary text.

Lazar (2009, pp. 179-180) states the main reasons for taking the time and effort to establish a centre. They are:

- ) To provide students with a choice of literary texts to listen to or to read.
- ) To foster the students' enjoyment of literature
- ) To promote students' language acquisition
- ) To develop students' reading and listening skills
- ) To enable students to become more self confident and independent as learners.

The role of learner is to select literary text and borrow it to read. Teacher or librarian help to select the text. Following Lazar (ibid.) students can get help from the class teacher or librarian to select the text. The advice of a librarian or class teachers is invaluable. Students are free to use literature self-access section of the library at any time. However, students of EFL context gets help and can develop their language skills with the help of literature self-access centre.

## **2.2 Review of the Empirical Literature**

A number of research studies have been carried out on self-access centre and learner autonomy in Nepal and outside Nepal. Some related literature from both inside and outside the country have been reviewed in brief with their major findings which are mentioned below:

Kehrwald (2005) carried out a research on "Learner autonomy in the LOTE Classroom". It was a case study of teacher and learner beliefs about roles and responsibilities. The data collected through the structured interviews and classroom observations suggested that the subjects simultaneously exhibit, characteristics consistent with and in contradiction to the profiles of autonomous learners and of a teacher, who engages in pedagogy aiming at the development of such learners. They deferred responsibility of teacher for the technical aspects of learning such as, identifying objectives and topics but accepted for evaluating, maintaining, interest and motivation in learning LOTE.

Dafei (2007) carried out a doctoral dissertation entitled "Exploration of the Relationship between learner autonomy and English proficiency". His main objectives were to find out the relationship between learner autonomy and self-access centre. He used test, interview and questionnaire as the tools for data collection for his research. He found that there was close relationship between learner autonomy and language proficiency. The result of the study indicated that student's proficiency was significantly and positively related to their learner autonomy. He also found that there are significant differences among

the students learner autonomy when their English proficiency is significantly different.

Hesieh (2010) conducted a doctoral research entitled 'Self- Access Centre and Autonomous Learning: EFL College students' Motivations, Activities and Perception at Learning Effectiveness." The objective of this study was to investigate EFL students' learning experience at an SAC. He used interview and observation as the tools for data collection for his research purpose. He explored student's independent learning at the SAC by investigating the relationship between student's autonomy and SAC use. He found that many educational institutions have set up SACs few implement language programmers to encourage use of SACs for class related learning. Most of the resources were found under used.

Joshi (2010) carried out a research entitled "Learner Aautonomy: 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". The main objective of this study was to find out self-access learning activities of the students in self-access centre and find out teachers attitudes towards self-access centre. In this research the researcher has used both primary and secondary sources of data. The researcher has used closed-ended questionnaire and semi-structured interview as the tools for data

collection. From the study he found that the students were benefited from the SAC which were lied in the school and they always borrow the books from the SAC, the teacher's attitude about the SAC learning was positive and classroom SAC were far better to equip materials than school SAC.

The above literature reviews and research works are related to learner autonomy, independent learning, self-access centre and learning. According to my knowledge no research work has been carried out on Use of Self-Access Centre for Learner Autonomy. That is why, this study is different from others studies.

### **2.3 Implication of the Review for the Study**

Through the review of the related literature the research is curious enough to carry out the study whether or not the use of self-access centres has any impact, for learner autonomy. Learner Autonomy in the LOTE (learning of Teaching English) classroom by Kehrwald (2005), Exploration of the relationship; between Learner Autonomy and English Proficiency by Dafei (2007), Self-Access Centre and Autonomous Learning EFL college students' motivation, activities and perception at learning activities" by Hesien (2009). Learner Autonomy: A Case of M.Ed. Students by Joshi (2010), English Language Learning in Self-Access Centre by Adhikari (2012) and other related thesis materials provide direct assistance to develop the concept towards this research.

The above mentioned related materials guide the researcher in the following ways:

- i. Kehwarld's Learner Autonomy in the LOTE classrom helps the researcher by providing the related information to Learner Autonomy in the classroom setting.

- ii. Dafei's Exploration of the relationship between Learner Autonomy and English Proficiency focused that whether there is any relationship between English language proficiency and learner autonomy.
- iii. Hsieh's "Self-Access Centres and Autonomous Learning: EFL College Students' Motivations, Activities and Perception at Learning Effectiveness" helps the researcher by providing the information about SAC and students' motivation. Activities and perception to be autonomous learners.
- iv. Joshi's "Learner Autonomy: A Case of M.Ed. Student" helps the researcher by providing the related information about learner autonomy in relation to B.Ed. level students.
- v. Adhikari's "English Language Learning in SAC" guides the researcher by providing the information about learning of English language in the self-access centres.

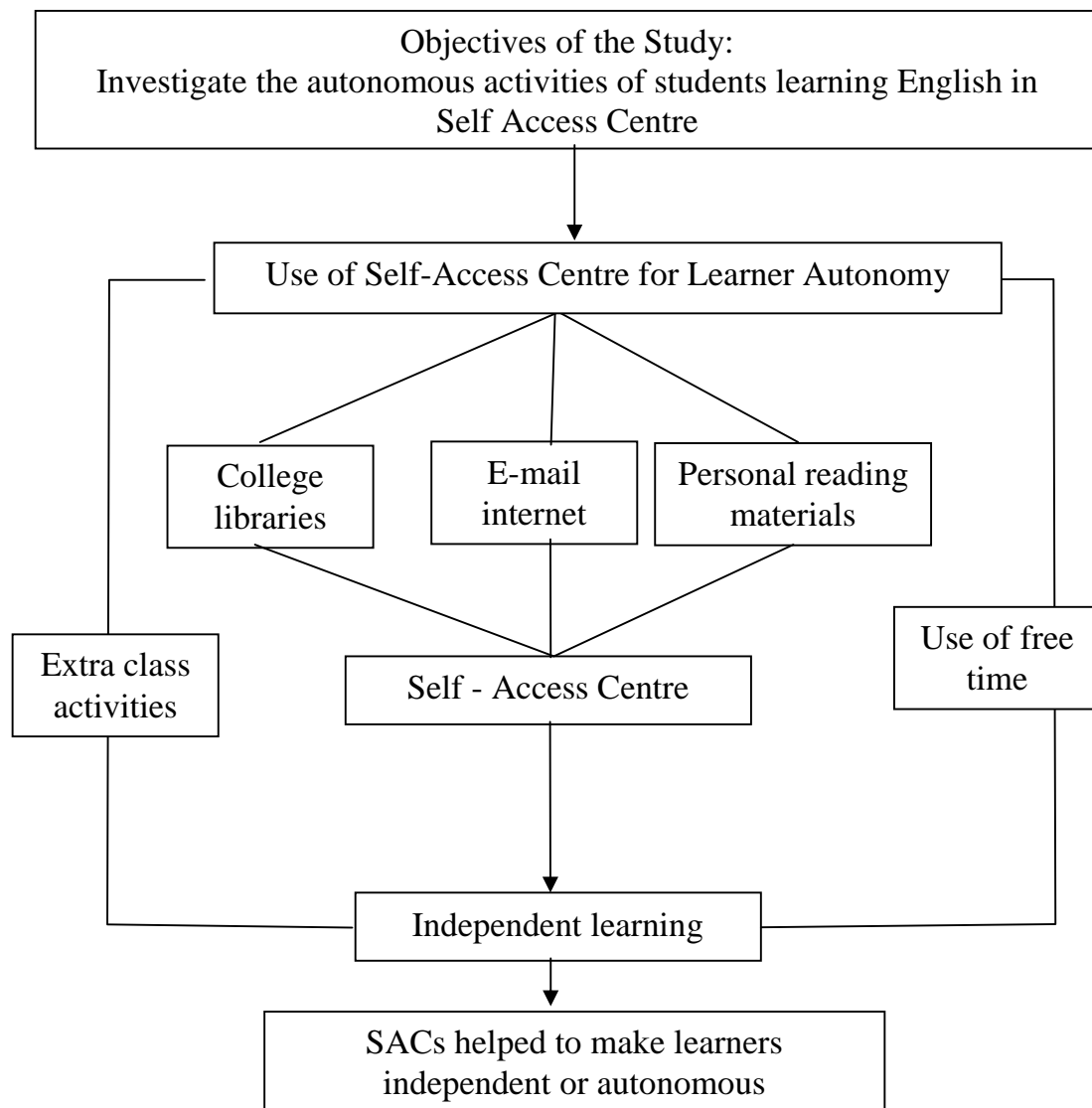
Above all, it is noted that the above mentioned related literature and consulted materials guide the researcher to conduct his work. They all have the direct or indirect role to play throughout the study.

## **2.4 Conceptual Framework**

Research is a systematic and scientific activity which is carried out in planned and step wise way. While conducting the research every researcher must have the conceptual framework in their mind about their study. Otherwise the study cannot reach in the destination. Considering the fact, I made the following conceptual framework for my study:



The conceptual framework for the study can be shown diagrammatically as below:



## **CHAPTER-THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with the methodology adopted to fulfill the objective of the study. This includes design of the study, population and sample, sampling procedure, tools for data collection and data collection procedures.

#### **3.1 Design of the Study**

This study had been conducted inside Kthmandu and Lalitpur districts, population sample had been carried out from the large number. Data had been collected at the single stance and triangulation approach of data collection had been utilized as the method of data collection. Though sample is collected from eight colleges only, although this study bares the representation of the whole colleges of Kathmandu valley. The data are analyzed and interpreted descriptively as well as statistically. Both qualitative and quantitative analysis had been used. So, this research is a survey research.

According to Cohen and Manion (1985)

Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and / or events at a single point of time.

(as cited in Nunan 2008,. p. 140)

A survey usually addresses the large group or population, sampling is must to carry out the investigation. The concern here is the sample should be representative of the study population as a whole. Sampling is done to obtain

the practicability of the study. Regarding the scope of survey research Nunan (ibid.) writes:

Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics surveys of community attitudes, opinions, and practices on many subjects, from cutting voting intentions to eating habits, appear in the popular press with monotonous regularity.

Nunan (2008, p. 141) suggests the following eight step procedure of survey research.

- Step 1: Define objectives
- Step 2: Identification of the target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identifying survey instruments
- Step 6: Design survey procedure
- Step 7: Identifying analytical procedure
- Step 8: Determine reporting procedure

This study is of survey type because of the following reasons:

1. This study was conducted to know the view of teachers whether the students were autonomous or not after using SACs in their learning.
2. This study represents the whole Kathmandu and Lalitpur districts.
3. Population sample was carried out from large number.
4. Triangulation approach of data collection was utilized.
5. Data was collected at single time.

### **3.2 Population and Sample**

The population of the study were 400 students and 24 teachers. Out of them, 8 teachers and 80 students from selected colleges were sampled by using the sampling procedures which is mentioned in the sampling procedure.

### **3.3 Sampling Procedure**

The sampled population were eighty students studying in B.Ed. level from eight colleges and eight English teachers who taught them. The selection was done through purposive non-random sampling procedure.

### **3.4 Tools for Data Collection**

The researcher designed a set of questionnaire for students and teachers to record the required information for the study. Both close-ended and open-ended questions were included in the questionnaire. The researcher has used 80 sets questionnaires to the students and 8 sets interview schedule to the teachers of eight different colleges of Kathmandu and Lalitpur districts.

### **3.5 Process of Data Collection**

The following process was used in order to collect the primary data.

- ) The researcher went to the field and talked to the concerned authority for permission to carry out research.
- ) Then he made students know about the research.
- ) After that he distributed the questionnaire to the students and fixed time and place of interview to the teachers.
- ) Then, he collected the questionnaire from the students.
- ) At last, he took interview to the teachers

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate statistical tools, diagrams and tables. This study was mixed type in nature.

## CHAPTER-FOUR

### RESULTS AND DISCUSSION

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, discussion of the results based on the data is also the content of this chapter.

#### 4.1 Results

This data reflects the use of self-access centres to develop whether or not the learners are able to be autonomous. For that reason, the researcher has listed the related facts and views of the students in the following way. The following views are directly elicited from the respondents that the researcher have sampled and selected. The researcher has presented this data as a whole which is included as wholesome analysis of data. From the collected data, the researcher derived the following results:

**Table 1**  
**Holistic Presentation of Data**

S.N.	Questions	Rarely (%)	Something (%)	Always (%)
1	Ability to learn English	11.25	8.75	80
2	Use of free time in SAC	11.25	22.50	66.25
3	Take self test to be autonomous	27.50	11.50	61.00
4	Preview lesson before class started	13.75	22.50	63.75
5	Participate in different activities	7.50	62.50	30
6	Keep record of study	25	45	30
7	Talk in English	20	-	80
8	Attend out class activities	-	51.25	48.75
9	Listen to English news	22.75	45	32.25
10	Use of references	20	20	60
11	Reward self while making progress	25	52.50	22.50

12	Use of electronic service	27.5	46.25	26.25
13	Responsible for learning English	12.5	-	87.5
14	Use of materials to be autonomous	10	-	90
15	Evaluate ownself	7.50	-	92.50
16	Make clear vision to be autonomous	6.25	-	93.75
17	Use of SAC to improve English	5	-	95
18	Learning in absence of teacher	32.50	-	67.50
19	Errors should to point out	2.50	-	97.50
20	Exam oriented materials have to be provided	36.25	-	63.75
21	Help of teacher in library	30	-	70
22	Student teacher relationship should be good	11.25	-	88.75

The list of the questions presented in the above table are related to the objectives of this research. The above listed questions reflects whether the learners are conscious about their English language learning and SACs to be autonomous learners. All the above questions reflected the related activities of the learners and the teachers and to some extent, it is related to the SAC caretakers or officials. The interpretation related to the above questions were listed below:

1. Regarding the ability to learn English in SAC, 80% of the respondents said that they always learned English, 11.25% said that they rearily learned English and 8.75% said that they sometimes learned English in SAC.

2. Likewise, the use of free time in SAC, 66.25% of the respondents always used their free time in SAC, 22.50% sometime used their free time in SAC and 11.25% rarely used their free time in learning in SAC.
3. Similarly, taking self test to be autonomous 61% of the respondents always took self test to be autonomous learner, 27.50% rarely and 11.50% sometimes took self test to autonomous learner.
4. Regarding, preview lesson before class started 63.75% of the respondents always previewed their lesson, 22.50% sometime previewed and 13.75% rarely previewed their lesson before the class started.
5. Likewise, participate in different activities in class, 62.50% of the respondents sometimes participated in different activities, 30% always participated and 7.50% rarely participated in class activities conducted by teacher as well as by students.
6. Similarly, in keeping record of their study, 45% of the respondents sometimes kept their record of their study, 30% always kept their record and only 25% rarely kept their record of their study.
7. While talking in English 80% of the respondents always talked in English and only 20% of them rarely talked in English if they got chance to talk with others.
8. In attending out class activities, 51.25% of the respondents sometimes attended out class activities 48.75% always attended out class activities if they got chance.
9. Regarding listening English news to improve their English language, 45% of the respondents sometimes listened to the English news, 32.25% of them always listened to the English news and only 22.75% of them rarely listened to the English news.

10. Regarding the use of references, 60% of the respondents always used references as, 20% sometimes used and only 20% rarely used reference materials in their learning.
11. Similarly, rewarding self while making progress in their study, 52.50% of the respondents sometimes rewarded themselves while they made progress, 22.50% of them always rewarded and 25% of them rarely rewarded themselves.
12. In using electronic device, 46.25% of the respondents sometimes used them, 26.25% of them always used them and any 27.5% of them rarely used electronic device in their learning to become autonomous learners.
13. Regarding the role of students in learning, 87.50% of the students agreed that they have to be responsible and only 12.5% of them disagreed to this statement.
14. Regarding the use of materials to be autonomous, 90% of the respondents agreed to this statement and only 10% of them disagreed that they did not use extra materials to be autonomous learner.
15. In evaluating themselves to be better in learning, 92.50% of the respondents agreed to this statement and only 7.50% of them disagreed that they did not evaluate themselves to be better learner.
16. In the case of making clear vision to become successful learner, 93.75% of the respondents agreed with this statement and only 6.25% of them disagreed that they did not make clear vision to become successful learner.
17. Regarding the use of SAC to improve English, 95% of the respondents agreed that they used SAC to improve their English and only 5% of



them disagreed that they did not use SAC to improve their English language.

18. In learning in absence of teacher, 67.5% of the respondents agreed that they could learn in absence of their teacher and 32.5% of them disagreed to this statement that they could not learn in absence of their teacher.
19. Similarly, students' errors should be point out, in this statement, 97.5% of the respondents agreed that teacher should have to point out students errors and only 2.5% of them disagreed to this statement that the teachers should not point students errors.
20. In providing exam oriented notes and materials to students by teacher, 63.75% of the respondents agreed with this and 36.25% of them disagreed with this statement.
21. Helping students in library to search books by teachers in this statement, 70% of the respondents agreed and only 30% of them disagreed
22. Regarding the relationship between teacher and student, 88.75% of the respondents agreed that their relationship should be good and only 11.25% of them disagreed with their relationship.

## **4.2 Discussion**

The discussion of the collected data is presented as follow:

### **4.2.1 Autonomous Learning Activities**

In this sub-topic, the researcher had listed the views of the major respondents.

The views what they said was mentioned as it is in the table below:

## A. Learners' Awareness in Language Learning

This sub-heading concern with that whether the learners were aware or not in learning English language. Ability to learn English, use of free time in SAC and taking self-test to be autonomous are the evidences which are described to define how aware the learners are in language learning process.

**Table 2**  
**Learners' Awareness in Language Learning**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
1	Ability to learn English	9	11.25	7	8.75	64	80
2	Use of free time in SAC.	9	11.25	18	22.50	53	66.25
3	Take self test to be autonomous.	22	27.50	10	12.25	48	60

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

The three items as shown in the above table were designed so as to find the awareness towards the learning process of English language. Item 1 in the above table was meant to know the ability to learn English or not. The table showed that majority of the students i.e. 80% always thought that they had the ability to learn English well. Only an insignificant number of students i.e. 11.25% thought that they lacked the ability to learn English. While 8.75% of the students sometimes thought that they had this ability.

Analyzing the responses to item 2, 66.25% of the students made good use of free time in studying English in SAC. In contrast, 11.25% of the students said that they did not make good use of free time in studying English in SAC. While 22.5% of the students said that they did it sometimes. Item 3 was to find out whether the students made self-test with the exam paper chosen by themselves.

The result in the table showed that 60% of the students took self-test with the exam paper and only 27.50% of the students did not take self-test with the exam paper chosen by themselves. Similarly, 12.25% of the students did it sometimes. The above presentation of data made us clear that majority of the learners of the selected level were very much aware about their language learning process because large number of the data reflected in the above table showed that the sampled respondents had ability to learn English language. They self-test their ability to be autonomous. From this discussion we could imply that majority of the learners were aware to learn English through Self-Access Centres.

### **B. Learners' Self-Effort in Learning**

This sub-topic deals with what learners do and how they participate and what activities they do to learn English in the form of SAC. For example, preview of lesson before class started, participate in different activities, keeping record and talk in English language with others. All these activities are the brilliant evidences of the learner's self-effort in learning English. The whole record and classification of their activities are presented specifically in the table below.

**Table 3**  
**Learners' Self-Effort in Learning**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
4	Preview lesson before class started	11	13.75	51	63.75	18	22.50
5	Participate in different activities	6	7.50	50	62.75	24	30
6	Keeping record	19	24	36	45	24	30
7	Talk in English	24	30	39	48.75	17	21.25

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

Items 4-7 were administered to find out the learners' own efforts in autonomous learning. Regarding item 4, the table showed that 22.50% of the learners always previewed their lesson before their class started. Similarly, majority of the learners i.e.63.75% did it sometimes while 13.75% of them did not preview their lessons before they went for the class.

Item 5 was to find out whether the learners did efforts to catch the chances to take part in activities or not. The result showed that 30% of them always got chances to take part in activities. Similarly, 62.75% of them sometimes got chances to take part in activities and only. 6.75% of the students did not get chance to take part in activities for learning English language.

Item 6 was designed to investigate the record whether students made notes and summaries of their lessons or not. The result showed that 30% of the respondents always kept record while. 45% of them sometimes kept records and 24% of the respondents rarely kept the record of their lessons.

The final item of the table is positively agreed by the students. Among them 21.25% always talked to the foreigners when they met them in English and 48.75% of them sometimes talked with the foreigners when they met them and 30% of them rarely talked to the foreigners in English language.

### **C. Learners' Broader Autonomous Activities Beyond Class**

The sub-heading deals with the collected data which were recorded as the students' out of class activities like listening to English news, attending in different workshops and risk taking habit in learning. The statistics reflected the items and responses elicited through the questionnaire that are mentioned as below:

**Table 4**  
**Learners' Broader Autonomous Activities Beyond Class**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
8	Attend out class activities	20	25	41	51.25	19	23.75
9	Listen to English news	19	23.75	36	45	25	31.25
10	Attend different workshop	20	25	41	51.25	19	23.75
11	Take risk in learning	39	48.75	13	16.25	28	35

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

Those items in the table 8-11 were used to measure the autonomous activities and plans that the learners used beyond their B.Ed. class activities. Item 8 was prepared to assess how often the students attended different ourclass activities to improve their English. The results showed that 51.25% of them attended sometimes. The results showed that only minority i.e. 23.75% of them always undertook the activiy while 25% did it rarely.

Item 9 was prepared how often learners used audio-visual materials to improve English language. Among them, 31.25% always used audio-visual materials to improve their English language. In the same vain, 45% of them sometimes used audio visual aids to improve English. Similarly, 23.75% of students rarely or never used audio visual materials to improve their English language.

Likewise item 10 was prepared whether or not the students attend different seminars, trainings and conference to improve their English language. The result showed that 23.75% of the respondents always attended different

seminars, trainings and conferences while 51.25% of them did it sometimes. The result showed that 25% of them did it rarely.

The last item i.e. 11 is concerned whether the students took risk in learning English language or not. The result showed that 35% of the respondent took risk in learning English. 16.25% of them did it sometimes and 48.75% did it rarely.

#### **D. Learners' Self-Esteem in Self-Access Centre**

This sub-heading deals with how the learners develop their self-esteem in self-access centres. The table presented below reflects the respondents' own strengths and weaknesses. The responses given by the respondents is presented in either side. The whole table is the real depiction of the respondents' consciousness on their own strengths and weaknesses while using the self-access centres.

**Table 5**  
**Learners' Self-Esteem in Self-Access Centre**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
12	Know own strengths and weaknesses	19	23.75	17	21.25	44	55

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

Item 12 was designed to find out whether the students evaluated themselves or not. Among the respondents, 55% were found positive to find out their weakness and strengths in learning English, while 21.25% agreed sometimes and rarely had been responded by 23.75% of the respondents.

The analysis made us clear that majority i.e. 55% of the learners were always aware or conscious to develop their self-esteem in self-access centres.

## **E. Learners' Use of Reference Materials**

The use of reference materials by the learners is presented in this sub-heading. The data elicited from the questionnaire is transparently recorded in the table given below. The table reflects to what extent the learners makes use of reference materials to be autonomous learners in the SACs. Their responses is shown in the table below.

**Table 6**  
**Learners' Use of Reference Materials**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
13	Use reference materials	16	20	16	20	48	60

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

Item 13 was designed to find out how often the learners used reference materials in their learning. Majority of the learner i.e. 60% always used reference material in their learning while 20% of the learners sometimes consulted reference and 20% of the learner rarely consulted references in their learning. Through this analysis, it is generalized that majority of the learners i.e. 60% of them always used reference materials to be autonomous in comparison to other students. This made us clear that learner autonomy is achieved through the used of reference materials in SACs.

## **F. Learners' Self-Motivation in Learning**

This sub-heading deals with the learners' self-motivation in learning English through the use of SACs. The table below reflects the learners' self-reward while making progress in their learning through the use of SACs. The responses of the learners are recorded in the either side of the table. The table represents to what extent the learners self-reward to themselves while making

progress in their learning process. The percentage and the number according to the item was presented in the following table.

**Table 7**  
**Learners' Self-Motivation in Learning**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
14	Reward self while making progress	20	25	42	52.50	17	21.25

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage

Item 14 was used to find out the students' self-motivation in learning. Among them, 52.50% of the learners sometimes rewarded when they made progress by buying new things, playing or attending parties. On the other hand, 21.25% of them always rewarded themselves when they made progress and only 25% of them rarely or never reward themselves.

### **G. Learners' Use of Electronic Device in Learning**

Here, the learners' use of electronic devices while learning English is presented. The researchers' attempt to find out whether the learners use electronic device in learning or not is transparently reflected. The use of technology by the learners is recorded in the one column and the responses i.e. to what extent is recorded in another column. In the same way, number of students and their use extent is recorded in the sub-column.

**Table 8**  
**Learners' Use of Electronic Device in Learning**

No.	Items	Responses					
		Rarely		Sometimes		Always	
		N	%	N	%	N	%
15	I use technology	22	27.50	37	46.25	26	32.25

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in percentage



Item 15 was designed to find out how often learner used internet, computer in their English learning. The result showed that 32.25% always used such technologies in learning, 46.25% did it sometimes but 27.50% used rarely.

### 4.2.3 Learners' Perceptions of the Roles in Learning

All learner did not receive each thing equally in their learning. So, this is the case with learners that their perceptions regarding the role of a teacher and their ownself in learning might different from one learner to another. Here, in this section, we analysis how the B.Ed. students selected in this research, had viewed the roles particularly in the practice of autonomous learning in self-access.

#### A. The Role of Learner

This sub-heading deals with the learners' perceptions of their own roles in learning. In the table given below the researcher has mentioned the related questions in one column and the degree of their responses i.e. disagree and agree in another column. The responses to the questions 16-20 are recorded in another column. the question-wise presentation is mentioned as follow.

**Table 9**  
**Learners' Perceptions of Their Own Roles in Learning**

No.	Items	Responses			
		Disagree		Agree	
		N	%	N	%
16	Students should be responsible for their learning	10	12.50	70	87.50
17	Use of materials to be autonomous	8	10	72	90
18	Evaluate ownself	6	7.50	74	92.50
19	Make clear vision to be autonomous	5	6.25	75	93.75
20	Use of SAC to improve English	4	5	76	95

Legend : No: Item Serial Number, N = Number of Responses, % = Responses in%

These five items in the above table were implemented to find out the perceptions of the students regarding their own roles in learning the English language. Analyzing the item 16 the vast majority i.e. 87.50% agreed that the students have to be responsible for their own ways of practicing English. Only a minority of the students, i.e. 12.50% disagreed this statement.

Similarly, 90% of the students agreed item 17 that they should use much self study materials to learn English and only 10% disagreed with this statement.

Analyzing the responses to item 18, we could say that 92.50% of the respondent agreed that students had to evaluate themselves to learn better. On the other hand, only very few 7.50% were disagreed that students need to evaluate themselves to learn better.

Item 19 was used to find out the students responses on building their own vision of learning before learning English language. The result showed that majority of the students i.e. 93.75% were agreed that they should build clear vision before learning and only 6.25% of the students were disagreed with this statement.

The last item of this table item 20 was used to find out how often students used SAC to improve English language. The result showed that the majority of the students i.e. 95% used self-access centre and only minority students i.e. 5% disagreed with this statement.

## **B. The Role of Teacher**

The role of teachers according to learners' perception is shown in the table below. The table represents the degree of the responses of the learners i.e. disagree or agree. The items were shown in the first column and the responses were shown in the next column. The questions from 21-25 and the responses were transparently reflected in the table below:

**Table 10**  
**Learners' Perceptions of Teacher Own Roles in Learning**

No.	Items	Responses			
		Disagree		Agree	
		N	%	N	%
21	Learning in absence of teacher	26	32.50	54	67.50
22	Errors should be point out	2	2.50	78	97.5
23	Exam oriented notes have to be provided	29	36.25	51	63.75
24	Success or failure depend upon teacher	73	91.25	7	8.75
25	Help of teacher in library	24	30	56	70

Legend : No: Item Serial Number, A = Agree, N = Number of Responses, % = Responses in%

By analyzing the data of the item 21, it had been seen that the great number of respondents i.e. 67.50% agreed to the fact that a lot of learning can be done without help of the teachers while 32.50% of the respondents disagreed to this statement.

Item 22 was used as a tool to find out the role of teacher in error correction from the view point of students. By observing the data we could said that 97.50% of the learners were agreed to this statement while only 2.50% were disagreed with it.

Item 23 was used to find out whether teachers had to provide exam oriented notes and materials to the students. The data showed that most of them i.e. 63.75% thought that teachers should provide exam oriented notes and materials while 36.25% of the learners were disagreed with this statement.

Similarly, item 24 was designed to find out the direct role of teacher in success or failure in learning English to the students. The majority i.e. 91.25% did not

think that the student failure is directly related to the teacher while only minority i.e. 8.75% thought that it was directly related to the teacher's role.

The final item 25 was designed to find out the help of teacher in selecting books in the library. Analyzing the data, 70% of the students thought that teachers should help to the student to select books but on the other hand 30% of the students disagreed with this statement that teacher should not help students to select books in the library.

### C. The Teacher Learner Relationship

The relationship between the teachers and the learners in terms of learning process is recorded in the table below. The responses to the question 26 (i.e. whether the student/teacher relationship should be good or nor) is responded by the respondents in terms of the degree of responses which is recorded in the percentage is reflected in the following table:

**Table 11**  
**Teacher Learner Relationship**

		Disagree		Agree	
		N	%	N	%
26	Student teacher relationship should be good	9	11.25	71	88.75

Legend : No: Item Serial Number, A = Agree, N = Number of Responses, % = Responses in%

The final item was to investigate how the learners viewed teacher-learner relationship in the process of learning. Regarding this, 88.75% of the students thought that learner-teacher relationship should be positive or like a raw material and maker, while 11.25% of the students disagreed with this sort of relationship.

#### 4.2.4 Teachers' Attitude of Learner Autonomy in Self-Access Centre

In order to investigate how teachers viewed autonomous learning, the researcher had prepared 9 open questions. Among them the researcher had analyzed only five important questions which elicit the teachers attitudes and perception towards learner autonomy in self-access centre. The responses of five related questionnaire were presented under the following suitable themes.

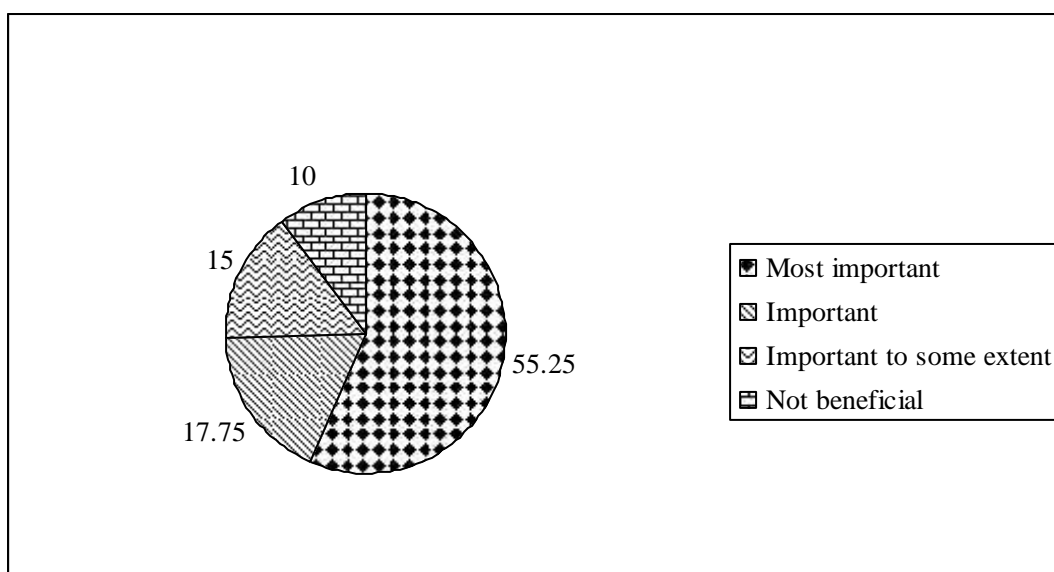
##### A. Importance of Autonomous Learning

All the eight regular teachers from different eight campuses in Kathmandu and Lalitpur districts, were given questions to elicit information. Among them, in the hierarchy of importance the researcher had analyzed only five questions. The first question is related to whether the SAC is helpful to the learners to be autonomous or not. It was found out that autonomous learning is quite beneficial for all the students in learning.

**Figure 1**

##### **Teachers Attitude Towards the Importance of Autonomous Learning**

Teachers' attitude about the importance of autonomous learning is quite beneficial for all the students in learning. The following diagram is the reflection of their responses.



It can clearly be observed from the above diagram that most of the teachers took autonomous learning as most important factor. Among the responses, 55.25% took it as most important, while 17.75% took it as important, 15% of them took it as important to some extent and 10% of the teachers took it as not beneficial.

Through the above presentation of data, it can be generalized that self-access centres are beneficial for the learners to be autonomous. Majority of the teachers said that autonomous learning is most important for the students to be a good language learners. So, the students should have to take care of SAC and made use of SACs to be a good English language learners.

### **B. The Relationship between Autonomy and Proficiency**

The second item of the question was to find out how the teachers related autonomy with the students proficiency. They were asked whether they thought more autonomous learners had higher proficiency. They were asked to response from what they were experiencing in teaching English. The analysis result as follows:

**Table 12**  
**Teachers' Responses on Relationship Between Autonomy and Proficiency of the Students**

Responses	Frequency	Percentage
Yes	8	100
No	-	-

It can be observed that autonomy in learning resulted better proficiency. This was responded by the whole percentage of the teachers.

### **C. Performance Differences**

The third item was asked to investigate whether any differences in performances existed between autonomous and the less/non-autonomous learners. The total of the responses (i.e. 100%) were on that the significant differences existed. Analyzing their themes the autonomous learners were more laborious, had easier access to learning and performed better. The following question shows it

I<sub>1</sub>: The another question is . . . what differences do you find between autonomous and non-autonomous learners ? Regarding their performance ? Do you think that autonomous learners perform better than non-autonomous . . .?

I<sub>2</sub>: Yes that's true. Autonomy always . . . always autonomous learners . . . the learner who learn themselves do.

Besides from the teachers' view point and as a part of their experience, such learners were found to be more confident, articulate and fluent. We can say from the responses that autonomous learners are better in performance in several ways.

### **D. The Teacher's Role**

Teachers also were asked as how they viewed their roles to foster autonomous learning. It was asked whether they thought they should be authoritative, facilitator or co-worker. Most of the replies included the role as a facilitator. Some also said that an authority according to the situation. Here is an example of interview to verify it:

I<sub>1</sub>: What do you think a teacher's role in such learning authorities person ? Facilitator ? or co-worker ?

I<sub>2</sub>: They should be a facilitator

## **E. Suggestions to the Learners**

At the last, the teachers were asked of their suggestions to both less / non autonomous learners who mainly rely upon teachers and the lectures notes and the autonomous learners who were doing much on their own. The suggestions are presented as follow:

### **I) Suggestions to the less/non-autonomous learners**

- They should consult related materials themselves.
- They should try to find out the solutions to their problems themselves.
- They should find the way so that they could be autonomous.
- They should consult to the teacher and classmate.
- They should use technologies like computer, internet.
- They should ready for the autonomous learning.

### **II) Suggestions to autonomous learners**

- They should keep on autonomous.
- They should share with their friends.
- They should be cooperative with others.
- They should be interactive with others friends.
- They should go to the teachers.
- They should help poor students to improve and make them autonomous.

These are the suggestions by the teachers to the students and those suggestions help them to be better and improve their further study.



## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATIONS OF THE STUDY**

In this chapter the researcher has presented the whole summary of the research, conclusion of the research and the implications of the study on the bases of the analysis, interpretation and presentation of the collected data. The following findings and implications of the study have been drawn on the basis of the analyzed data.

#### **5.1 Summary**

This study was carried out to find out whether the learners use Self-Access Centres to be autonomous learners or not. This study was divided into five units viz. Introduction, review of the related literature and conceptual framework, methods and procedures of the study, results and discussion and summary conclusion and implications of the study.

The first chapter deals with the background of self-access centres and learner autonomy, 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 question, significance of the study, delimitations of the study and operational definitions of the key terms throughout the study have been mentioned.

The second chapter consists of the review of theoretical literature, empirical literature of the directly and indirectly related to my topic and the implications of the review of related are also mentioned. In the same way, conceptual framework is presented being based upon the theoretical basis of the study.

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

Finally, the fourth chapter deals with the results and discussion from the collected data and 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**

Through the intensive analysis of the collected data by using the related tools and the mentioned sampling procedures it is summarized that use of self-access centres play the significant role to develop learner autonomy. The whole study revolves around the periphery of the B.Ed. learners and their habit of using SACs to be autonomous. Through the broad analysis of the data which was collected through the questionnaire and interview it is summarized that majority of students respondents i.e. 85% are aware in learning English language and they are succeeded through the use of SACs. They do a lot of self-effort to improve and enhance their English. In addition to the classroom activities, they perform many extra-class activities such as. Use libraries, listen to the English news and visit different English taking environments to develop their English learning capacity.

The recorded data from the whole student respondents showed that among all the respondents 75% of them knew their strengths and weaknesses in their learning. 80% of them make use of reference materials in their learning; 75% of the learners use electronic devices to learn English. all these evidences showed that majority of the learners were too much conscious about using SACs to be autonomous learners. They think that SACs are the most valuable

places to develop learner autonomy which plays significant role to improve their level in English language learning.

In the same way, it can be concluded that 90% of the learners use self study materials to be autonomous learners; 67.5% of the students said that they can learn English in the absence of their teachers and 88.5% of the learners said that there should be good relationship between the teachers and learners which helps to improve their English learning capacity and to develop different strategies to be autonomous learners.

All the above presented evidences make us clear that learners themselves are the primary sources to develop their own English language learning capacity. These are other affecting factors to learn English language some of them are classroom environment, family background, teachers, personality factors, educational background of the society, self-access centres and many more. among them, SACs are the most important factors to the learners to be autonomous in their English language learning process through which learners can improve their present level of learning English language.

### **5.3 Implications**

According to the summary and conclusion derived above through the presentation and analysis of the data. This research has different application to various fields. Some of the applications that have to be mentioned according to our format are as follows:

#### **5.3.1 Policy Level**

1. SAC should be established in each and every campuses.

2. Government should manage different web-based activities to the teachers that can be accessed at the SAC as well as other sites to foster students' independent learning.
3. Universities should develop compulsory online courses through which learners can foster their autonomous learning activities which is helpful for them to develop their English learning process.
4. The school level curriculum should focus on the topic of learner autonomy and SAC in separate heading which will be beneficial for the English language learners in Nepalese context.

### **5.3.2 Practice Level**

- i. Self-access centre has the direct and indirect impact upon learner autonomy. Hence, the target of teaching and learning should be the SAC to develop learner autonomy.
- ii. Unless one is made aware of something, it becomes targeting in the vacuum. So, the learners and teacher awareness to SAC and learner autonomy should be the pedagogical slogan.
- iii. In the context of our universities learner autonomy has not achieved at the position of new visitors. It becomes dream until the field gets an entry. This is possible if and only the syllabuses and the study materials (visual audio printed) can encompass it. That means, teaching materials according to the learners' need to be autonomous should be designed and practiced in the ground level.
- iv. Today time is the time of information and technology. So, the lecture and note oriented classes are of little importance. This implies the greater need of new independent trends in learning. So, SAC should be fostered inside or outside the classroom.

- v. The goal of teaching should not be for temporal languages rather it should be life long process, so, learner autonomy through SAC should be given due importance.

### **5.3.3 Further Study**

1. The current study only has been limited to the B.Ed. students. Similarly, other areas and other levels and areas should be further investigated in the field of SAC and learner need further researchers.
2. SAC is related to several other phenomena like CALL, SALL, independent learning LA. So, such comparative aspects are still untouched. Hence, there is the need of broad investigation. For this, this study will be a basis.
3. This study has documented how often student use SAC to be autonomous learner. Further research on SACs could investigate SAC and its classroom application. For such investigations, this study will be a milestone and provide an insight in the field of English language learning and learner autonomy.

4.

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## **Appendix - I**

### **Survey Questionnaire (Only for Students)**

Dear Colleagues

This questionnaire is a part of my research designed to get an insight into your autonomous learning activities your attitudes towards the role of a teacher and your own. Kindly, please provide the true information of your case.

I owe you a great deal for taking your invaluable time and also for your kind co-operation.

Yours truly

Prakash Sapkota

## Part 1: Personal Profile

Please give your personal information as asked:

Name: \_\_\_\_\_ College Roll No.: \_\_\_\_\_

College Name: \_\_\_\_\_ Gender: \_\_\_\_\_

Level: \_\_\_\_\_ Section: \_\_\_\_\_

## Part II: Autonomous Learning Activity Scale

A = Never                      B = Rarely

C = Sometimes              D = Often

E = Always

This scale is meant to know about your own independent learning activities and plans that you adopt for learning English language. Please give a tick (✓) to the answers according to your true cases.

S.N.	Autonomous Learning Activities and Plans	A	B	C	D	E
1	I think I have the ability to learn English well.					
2	I make good use of my free time in English study.					
3	I preview before the class.					
4	I find I can finish my task in time.					
5	I keep a record of my study, such as keeping a diary, writing review etc.					
6	I make self-exam with the exam papers chosen by myself.					
7	I reward myself such as going shopping, playing etc. When I make progress.					
8	I attend out-class activities to practice and learn the language.					
9	During class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.					

10	I know my strengths and weaknesses in my English study.					
11	I choose books, exercise which suit me, neither too difficult nor too easy.					
12	I take risk in learning English language.					
13	I attend different seminars, training conference to improve my English.					
14	I listen BBC , read novels and watch CNN to improve my English.					
15	I use face book, e-mails, twitter, Google to improve my English.					
16	I talk to the foreigner when I met them in English.					

### Part III: Evaluation sheet for Perception of the Roles

This section requires your true perception about the role of a teacher and that you think of yourself in learning English. Please circle the answer that you think in the best.

1 = Strongly Disagree      2 = Disagree    3 = Agree      4 = Strongly Agree

S.N.	Activities	1	2	3	4
1	Students have to be responsible for finding their own ways of practicing English in self-access centres.				
2	Our library enables me to keep the track of my language learning.				
3	Students should use much self study materials to learn English.				
4	Students have to evaluate themselves to learn better.				
5	Students should use self-access centres to improve English language.				

6	Students should build clear vision of their learning before learning English language.				
7	Teachers help us to select books in the library				
8	Teachers have to provide exam oriented notes and materials.				
9	Teachers should point out students' errors.				
10	A lot of learning can be done without help of teachers.				
11	I never go to library.				
12	Self learning enables me to understand what I have learnt and what I cannot do in the classroom.				
13	The student teacher relationship is that of raw-material and maker.				
14	I think my success or failure in English study is mainly due to teachers.				
15	I usually use materials selected by teachers and by myself.				

Thank you for your kind help !

Researcher  
Prakash Sapkota  
Department of English Education  
T.U., Kirtipur

## **Appendix – I (a)**

### **Interview Schedule**

**(Only for Teachers)**

Name:

College Name:

1. What do you think SACs help learner to be autonomous learner?
2. Do you think that the students who always go SACs are more autonomous in learning have higher proficiency?
3. What do you think are the factors that direct independent learning?
4. What differences do you find between the students who always go to SAC and who never go to SAC in their learning?
5. What differences do you find between autonomous learners and non-autonomous learners regarding their performance?
6. What do you think that a teacher's role is crucial in such learning?
7. How do you estimate whether the learners are autonomous or not?
8. What would you like to suggest those learners of English who mainly rely upon the teachers and the lectures notes?
9. What do you say about autonomous learners?

## Appendix - II

### Summary: Questionnaire Part - II

Items No.	Responses and frequencies			Total
	A	B	C	
1	9	7	64	80
2	9	18	53	80
3	22	9	49	80
4	11	51	18	80
5	6	50	24	80
6	19	37	24	80
7	24	39	17	80
8	20	41	19	80
9	19	36	25	80
10	20	41	19	80
11	39	13	28	80
12	19	17	44	80
13	16	17	47	80
14	20	43	17	80
15	22	37	21	80
16	24	39	17	80

### Summary: Questionnaire Part - III

Items No.	Responses and frequencies		Total
	A	B	
17	10	70	80
18	17	63	80
19	8	72	80
20	6	74	80
21	4	76	80
22	5	75	80
23	24	56	80
24	24	56	80
25	2	78	80
26	26	54	80
27	68	12	80
28	16	64	80
29	9	71	80
30	73	7	80
31	8	72	80

### **Appendix - III**

#### **List of Teacher**

S.No.	Name	Campus
1	Shalik Ram Prasad Aryal	Bagalamukhi Campus
2	Sagar Pantha	Baneshwor Campus
3	Ram Awatar Chaudhary	Bright Future College
4	Damodar Poudel	Gameshman Singh Multiple Campus
5	Manju Pandey	Kathmandu Shikshya Campus
6	Hari Dhakal	Lalit Multiple Campus
7	Hira Lal Subedi	Mangal Multiple Campus
8	Ramesh Thapa	N.R. College