

**The Role of Self-Access Centres in Enhancing Reading
Abilities of Pre-Intermediate EFL Candidates of the
Libyan Academy of Graduate Studies**

BY

Shaiban Harith Ahmed

Abbreviations

Chapter one: Introduction of the study

- 1.1 Background**
- 1.2 The problem**
- 1.3 The objectives of the study**
- 1.4 Hypothesis**
- 1.5 The significance of the study**
- 1.6 Methodology**
 - 1.6.1 The subjects of this study**
 - 1.6.2 Procedure for data collection**
 - 1.6.3 Data collection**

Chapter two: Literature review

- 2.1 The history of self-access centres**
- 2.2 Some definitions of self-access centres**
 - 2.2.1 Teacher-Led Autonomy**
 - 2.2.2 Teach-yourself**
 - 2.2.3 Full autonomy**
 - 2.2.4 Teacher-Led Autonomy**
 - 2.2.5 Promoting Teachers Autonomy**
 - 2.2.6 Using Self-Access centres to promote autonomy**
 - 2.2.7 Self-Access**
- 2.3. Factors affecting self-access centres**

Chapter Three: Self access centres in teaching and learning

- 3.1 The importance of SALL in language teaching and learning**
- 3.2 Reflection and self-assessment**
- 3.3 Self-access language learning (SALL) and learning reading**

<p>3.4 SALL and the students' subjective needs</p> <p>3.5 The role of teachers in learning in SALL</p> <p>Chapter Four: Exploring the role of SALL in reading</p> <p>4.1 The role of SALL in enhancing the learners' reading according to exams' requirements</p> <p>4.1.1 The learning materials</p> <p>4.2 The Experiment</p> <p>4.3 The exam's reading comprehension format</p> <p>4.4 Data Collection</p> <p>4.5 Data analysis and interpretation</p> <p>Chapter Five: Conclusions and Recommendations</p> <p>5.1 Conclusion</p> <p>5.2 Recommendations</p> <p>References</p>

Abbreviations

The following abbreviations are used in the study

CET= Centred Language Teaching

EFL= English as a Foreign Language

ESL= English as a Second language

L1= First Language

L2= Second Language

SALL= Self Access Language Learning

VUW= Victoria University of Wellington

Chapter one

Introduction

1.1 Back ground

Self access centres represent the concept of individualization in language learning McDonough (2005:207). It can be implemented inside or outside the classrooms. Recent developments in educational technologies like computer labs and the internet; have provided further possibilities for individualizing language learning.

Every EFL candidate in the Libyan Academy of Graduate Studies has different abilities and work rate in learning English, and most classes consist of heterogeneous groups which are, obviously, problematic for the language tutor to provide sufficient pace for each candidate if all students are to learn effectively. Sometimes, we speak of ‘teaching up’ to some students or, conversely, ‘teaching down’ to others. It is quite common to hear other teachers talking about ‘teaching to the middle range of the group’ hoping that this will best satisfy students’ needs. Moreover, most students attend the language classes successively and with no real time for back up activities or feeding back processes because they are very busy with their subject specialist. However, and most fortunately, most students use the net café and the web in their studies. In this context, self access centres can help to break the lock step of the classroom (some teachers mistakenly assume that all learners have assimilated the same amount of the material by the end of the class). Moreover, self access centres are not just limited for language learners, but they can be elaborated to be used by all the academy students and to back up all other branches of higher studies. This includes their usage of English language in presenting researches and dissertations.

1.2 The problem

Increasingly, Pre – Intermediate EFL learners at the Libyan Academy of Graduate Studies face difficulties in reading comprehension to fulfill the requirements of the academy's final test(one of the requirements of the MA and PHD degrees at the Academy), and these difficulties can be overcome through self-access centers programs, especially reading and communicative comprehension difficulties.

1.3 The objectives of this study

This study aims to

- Investigate whether Pre – Intermediate academy students’ reading comprehension who learn reading in self-access centres, is better than reading comprehension of the students who learn EFL following the traditional class – learning processes.
- See if the students who develop their reading comprehension through self – access centres reading comprehension program are better in the reading part of the academy's exam than the EFL academy students who only study reading comprehension in classes in their weekly hours.
- Investigate the role of self- access centres on the attitude and aptitude of the EFL learners in the academy.

1.4 Hypothesis

Self – access centers represent a new methodology in learning English as a foreign language using modern computing technologies and centers provided with good language materials and well trained teachers.

Mcdouongh (2005:208) claimed that, **‘Self – access centers are hypothesized as a new approach in learning English as a foreign language which help both teachers and learners to gain the targeted linguistic comprehensive and productive goals effectively and with no waste of time, to pinpoint the students’ problems and to have solutions with the help of modern technology and well equipped self – access centers’.**

1.5 The significance of the study

1- Most of post graduate students cannot communicate productively even when they are in Pre – Intermediate level, the level which enables them pass the academy's test.

2- Teaching reading framework that takes linguistic cognitive and socio cultural domains into account is not a matter of fixed meanings from texts, nor does making words mean whatever one want. Texts

are always embodied in social and cultural contexts, and only sometimes do these coincide with contexts that are already familiar to foreign language learners.

3- To accomplish the goal of realizing this course from texts, despite limitations in language ability, in this case (the Pre –intermediate level), and cultural background knowledge, programmed self-access learning reading comprehension will enable the students of the pre –intermediate level to:

- Be immersed in written language (written texts and passages).
- Receive direct assistance from the self-access center teacher in the complexities of reading L2 texts.
- Learn not only to observe information but to analyze and evaluate what they read (critical framing).
- Learn how to reshape or re design texts through summarizing, re writing, or translation (transformed practice)

1.6 Methodology

This study will be investigated empirically at the Libyan Academy of Graduate Studies.

1.6.1-The subjects of this study are:

The subjects are the students of the Libyan Academy of Graduate Studies who study in EFL courses to pass the final exam of the Academy. Their level is Pre – Intermediate. These students who have already passed the beginner and elementary levels do the Pre – Intermediate level as preparation to get academy's certificate. They come from heterogeneous groups and different departments. All of them have finished their BA degree at universities and they are adults (25 – 45) years old sharing the almost the same L1 and cultural background.

1.6.2 – Procedure for data collection:

A – The two samples (classes) of Pre – intermediate level were chosen randomly from the general population of EFL candidates in the Academy.

B- Reading comprehension needs had been targeted and described according to the academy's reading tests that candidates should be able to:

- Have a basic command of English language.
- Be able to convey basic meaning in very familiar or highly predictable situations.
- Do skimming and scanning techniques.
- Be able to produce utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Be dependent on rehearsed or formulaic phrases with limited generative capacity.
- Be able to produce only limited extended discourse.

C- A teaching technique which depends mainly on the assistance of the self – access centre instructor using short extracts of reading comprehension (13 – 15) lines designed for pre – intermediate levels to be carried out individually and with supervision of the self – access centre teacher. The reading material used in the centre is also available in audible versions to enable the students to listen to the text while they are reading as one of the self-access centre teaching methodologies. On the other hand, the other class whose students do not study in the self – access centre is observed too in its actual weekly classes. It is worth mentioning that teachers who will teach in the centre have been previously prepared by special workshops designed to prepare them to handle facilitating language learning in the self- access centre. Moreover, they are not necessarily the same class teachers in language classrooms.

D- Both groups had preparation courses. Then both will apply for the final exam as the final requirement for the EFL courses of the Academy of Graduate Studies. In this exam there is a reading part and all candidates should pass this part successfully.

E- Conclusions and recommendations were given in an attempt to suggest solutions to the students' problems in reading comprehension that are doing their higher studies at the Academy of Graduate Studies. Also, to expand these recommendations to be used for the requirements of English Language of their subject specialist, especially, students of science departments who need English in their researches and dissertations.

F - The analysis of results was made to establish whether the learners of self – access centre get better results in their final evaluation in the final exam reading part than students who study reading according to traditional methods.

G- The experiment (field study) lasted for fourteen weeks which was the length of the language course. The students attended once a week, two hours a session.

1.6. 3.-Data collection

The data needed for this study was collected from the EFL students' final exams. These students studied 80 hours of English in classes every semester (three months) for six hours per week, three classes (2 hours per class). Then, after the experiment, the Academy's final exam results were collected. After that these results were compared with the students' results who did not participate in the experiment. Finally, findings and statistics were synthesised and analysed statically.

Chapter Two Literature Review

2.1 The history of self-access centers

According to Gremmo and Riley (1995:156) Self Access Centers and, hence, self access learning have been in existence since the late 1960s. However in the last few years, SALL (self-access language learning) has experienced an explosion of interest, as evidenced by a growing number of conference papers, journal articles and books which seek to enhance understanding of this approach to learning. (See for example Gardner and Miller, 1994) .

Reinders (2005) states that new trends of technology enabled the learners to take bigger part in their learning. According to McDonough (2005:207) the phenomenon of self –access learning began about 30 years ago in Europe which was known as Education for Life. It was undertaken at CRAPEL (a language teaching and research centre at the University of Nancy, France). Individualization in language learning is also symptomatic of the development of interest shown in the learner and the learners' needs.

According to Kern (2000:4) a typical multimedia language program might allow students to do a reading assignment in the

target language, use a dictionary, study grammar and pronunciation related to the reading, perhaps access support materials and translations in the students' first language (LI), view a movie of the reading, and take a comprehension test on the reading content, receiving immediate feedback, all within the same program. This is a highly interactive and individualized approach, with the main focus on content supported by modules instructing learners on specific skills.

Moreover, Tudor (1996:1) states that during the 1980s and 1990s the term "self –access learning" has been frequently used increasingly in publications like books and articles on language teaching and learning.

Also, Nunan (2000:6) says that "autonomy implies a capacity to exercise control over one's own learning. Autonomous learners should be able to determine the general focus of their learning", meaning to take an active role in the management of the learning process and have freedom of choice with regards to learning resources and activities.

Benson (1997:8) seems to agree with Nunan. They claim that autonomy is taking charge of one's own education and learning. Within this idea of autonomy is the concept of "self access." Many times in the literature, autonomy is also referred to as "**independent learning**"

Bouvier (1998:9), states that:

"Learning With the rise of the global economy, expectations of language "SALL is seen as the answer to a perceived problem of e skills have also risen, to the extent that the common perception in France is that on leaving university, learners lack the necessary skills to face the demands expected of them in the professional field. This has led to a critical appraisal of language learning practices on the part of the academic institution (especially in higher education), and to the encouragement of SALL learning. The justification advanced is that SALL learning is more effective because learners are actively engaged in their learning, whilst in traditional classes they are more likely to be passive observers".

Class work	Teacher-led autonomy	Teach yourself	Full autonomy	Naturalistic immersion
------------	----------------------	----------------	---------------	------------------------

Figure 1
Jones's scheme of independent learning

2.2. 1. Teacher-Led Autonomy:

Teacher-led autonomy is autonomous learning activities and strategies that are provoked by teacher intervention (Jones, 1998). This type of autonomy is usually invoked in a classroom atmosphere in many universities around the world.

The teacher might teach students skills to help them become more fully autonomous, but will also require students to complete a corresponding independent activity. This is the kind of autonomy that we see take place in intensive English programs. Teachers give homework, but also try to help students find other activities that will help them learn on their own. Self-access centres can play an important role in this type of autonomy because they provide a location and the materials necessary for students to follow their teachers' suggestion of finding other materials to learn on their own.

2. 2. 2. Teach-yourself:

Jones (1998:376) defines this approach of autonomous learning a self-instruction guided by a syllabus or course that is part of a purchased package that includes books, CDs, and videos to help learn language. Bookstores and other retail stores seem to always have books and audio packages that promise the buyer success in language learning. After examining several of these programs, Roberts (1995:8) found that many courses are overflowing with older, less eclectic approaches to language learning.

2.2. 3. Full autonomy:

Dickenson (1995:3) defines full autonomy as the individual instruction based on a syllabus or course designed by the learner. This means that the learner is not part of any institution nor is there an instructor who guides the learner. The fully autonomous learner

prepares materials specific to his needs. The learner is completely responsible for organizing a syllabus and selecting the content to be studied. At this level of autonomy, learners only need access to materials. These types of learners may use materials produced for institutionalized courses, but they themselves are the soul decision makers with regards to the process they use to learn the language. Self-access centres can provide these fully autonomous students with resources.

2.2. 4. Teacher-led autonomy:

Jones (1998:378) actually lists self-access with teacher-led autonomy. Although, the distinction between the two types of autonomy may appear evident, self-access is often used synonymously with other terms for autonomy. The definition of self-access is by far one of the most disputed.

Continuing with this definition, self-access can reach into many types of autonomous learning. In fact, full-autonomy would involve complete self-access. The learners would choose all of their own materials. Further more Jones (1998:379) claims that teach-yourself autonomy would also include some self-access.

Although students are learning through a program with prescribed materials, these learners may also choose other materials or resources to supplement their learning process. Teacher-led autonomy and homework may also include materials outside of what is provided. From independently seeking a tutor or asking someone a question to using outside materials, self-access reaches deep into all areas of autonomy, see figure 2. Jones' (1998:379) spectrum could be further adapted to show how self-access stretches across these different types of autonomy. Three important changes can help provide more information. First, self-access can be removed from the teacher-led autonomy box. It now shows that self-access can be used in various types of autonomy. Self-access is portrayed as a resource to various types of independent learners. Also, the diagram can be divided into two sections. Types of independent learners are on the right, while the types of learner independence are on the left that rely on the teacher. The three boxes on the left are directed learning with no help of the self-access learning. On the other hand, the three boxes on the right present self-directed learning which can be established by self-access learning.

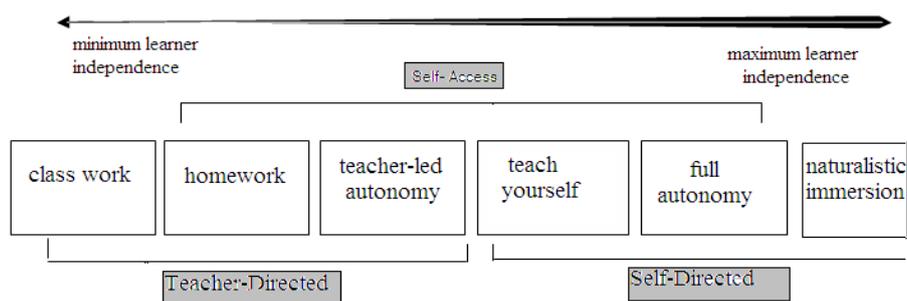


Figure 2. Jones' diagram representing his scope of study with adaptations to show self-access. (Jones, 1998: 379)

2.2. 5. Promoting Teachers Autonomy

Teachers can promote autonomy without creating a teacher-dominated learning process. Sheerin (as cited in Benson & Voller, 1997:24) points out that teachers have a very important role in helping learners to become more autonomous. Helping teachers to develop the skills to help promote autonomous learning may involve orientations and training. Thanasoulas (2002:14) suggests that the developing of these skills will contribute to the overall development of autonomy in language learning.

Wenden (1998:34) defines metacognition as the;

“Facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations”.

Metacognitive strategies are not learning strategies in the same way that cognitive strategies are. Metacognitive strategies deal with learning more about how the individual learns. They involve techniques such as self-monitoring and self-evaluation. Anderson (2002:23) defines metacognition as **“simply as thinking about thinking.”**

Nunan (2000:17) suggests four ways to incorporate learner autonomy into L2 learning. They include:

- Learner strategy training

- Reflective lessons
- Learning contracts
- Learner diaries.

This involves training learners on how to become more autonomous and also includes helping students first realize how useful autonomous learning can be and showing them methods for making it effective. Reflective lessons could involve meeting with students who are becoming more independent and discussing the strategies being used. Learning contracts are contracts that may include deadlines that the learner sets in order to help him or her maintain motivation. Learner diaries may include self-reflections or detailed logs describing what the learner did during a learning session. These activities will help students develop cognitive and metacognitive strategies. Orientation and training may help learners to develop autonomous language learning skills.

2.2. 6. Using Self-Access centres to promote autonomy

In an effort to promote autonomy, many institutions have developed self-access centres. These centres have become increasingly more popular in the last few decades. The first such centre was developed by CRAPEL at the University of Nancy in France (Gremmo & Riley, 1995). Since then, centres have sprung up in locations in the United States, throughout Europe, Asia, and all over the globe.

Cotterall (2001:28) did a study to explore how the self-access centre at the University of Victoria in Wellington (UVW) was being used. They also wanted to learn about the students' perceptions of the centre. Students at the UVW reported in a survey that 70% of the finished work was the one they wanted to do. In addition, they reported one learner felt that her class work (i.e., work directed by the teacher) **'interrupted my learning cycle in the centre'** (Cotterall & Reinders, 2001: 29). They suggest that the classroom and self-access centre should not compete for the attention of learners. The study raises some questions. Although the students do activities that they want to do, are these items chosen by the students themselves or by the teachers?

2.2. 7 Self-Access

Although the definitions of the many facets of autonomy often overlap, self-access is best defined as the materials and resources that learners can use. These materials can be used in autonomous learning environments from full autonomy to homework. Self-access centres can be effective in promoting both self-directed and teacher-directed autonomy. Of all the studies done regarding self-access centres, one central theme seems to be prevalent, that of learner training. Cotterall (2001:17) agrees with Gremmo and Riley's (1995:42) claim that

“The major lesson which has been learnt from resource centres is that if they are to be successful, they must provide some sort of learner training”.

2.3 Factors affecting self-access centres

As mentioned previously, Thanasoulas (2002:15) suggests that motivation and attitude are also important factors in the development of autonomy. Cotterall and Reinders (2001:28) found that the attitudes of students at the University of Victoria at Wellington towards their self-access centre were positive. A survey issued to the students showed that 90% of the students found the self-access centre to be important to their learning experience. From a standpoint of autonomy, 88% of those participated said that the centre helped them to learn by themselves. Overall, 93% said that **“learning to learn English by yourself”** is an important objective. Correlation tests and statistics from the survey suggest that those who chose to use the centre and had a positive attitude towards the centre were the learners at lower levels of proficiency. The numbers also suggest that learners who considered autonomous learning important used the centre more often (Cotterall & Reinders, 2001).

Also, Benjamin (2005:22) showed an important relationship between the proficiency of the learners and the use of other resources. Some higher proficiency students indicated that they used materials outside of the centre while others of high proficiency used the centre rather exclusively (Cotterall, 2001:82).

The materials used outside of the centre were not specifically mentioned. One problem according to McMurry (2005:24) that these centres encounter is the rather one-sided use of homework and

teacher-led autonomous exercises. Effective though these centres may be full autonomy is usually not promoted in these types of centres where students usually don't go beyond teacher-fronted work.

Chapter Three **Self access centres in teaching and learning**

3.1 The importance of self-access language learning (SALL) in language teaching and learning

In recent decades, autonomous learning has espoused as a promising pedagogical orientation and has gained a fairly large body of research whose findings seem to support the view that this mode of learning is more suitable for adult learners as Gremmo and Riley (1995:151) stated. Gu(2000:5) calls into question claims that this mode of learning is not suitable for young or elementary learners. Over the years, autonomous learning has influenced the development of a number of pedagogical and methodological innovations which may be summarized as "self-directed learning", "self-instruction, "individualized learning." independent learning" or "autonomous learning" as Little (1991:24) states

"Surely each of these modes of learning reflects a different aspect of autonomous learning in its development, hence having its own characteristics".

However, Jones (1998:380) argues that "**autonomous learning embraces two fundamental concepts which can be situated and understood as being a means to an end**". The first concept, "autonomy", denotes the awareness and ability to take charge of one's learning, and the second, "self-direction", implies a set of procedures and strategies adopted by the learner to achieve the state of "autonomous" learning.

The present study suggests not completely autonomous learning but the students of the Academy of Post Graduate Studies will have their normal English Language classes in addition to the self-access centre . The Academy students will have the self-access learning as part of their general language program.

Although self-assessment is regarded as unreliable in formal education (Blue 1988:22, Janssen-van Dieten1989:34), many

educators advocate self-assessment as a tool to involve students in their learning self-assessment in self-access learning because it enables the learners to reflect on their progress. This reflection enables the learners to take more control of their learning and to be responsible.

3.2 Reflection and self-assessment

Korthagen (1993:28) states that reflection in teaching or reflective teaching involves teachers using their beliefs about teaching and learning to analyse the situation critically and therefore they will take more responsibility for their own actions in class. Farrell (2001:94) states that:

“In order to develop reflective teaching, teachers or trainee teachers should have opportunities to use conscious reflection in order to understand the relationship between their own thoughts and actions”

Since reflection is regarded as one of the important elements in teacher education, many educators agree that some forms of reflection should be practiced among teachers because reflective teaching, which is an enquiry-oriented habit, helps the teachers to become adaptive and to engage in self-monitoring (Mok 1994).

Farrell (2001:94) also states that reflection and self-assessment are associated in that self-assessment is a useful tool to help students reflect on their practice and understand that learning is a process, not just an event that happens and finishes and this is what the Academy students should understand and apply practically during their study. Baldwin (2000:53), Richards (1993:36), McDonough (1995:208) and James (1996:67) suggest methods to enhance reflection which include journal writing, classroom observation and group discussion.

Little (1995:27), McGrath (2000:41), Smith (2000:22), and Tort-Moloney, (1997:29) cited in Sert (2007:5), also provide evidence that teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy in their students. Stiller (1992:36) and Clemente (2001:42) suggest that teacher real autonomy support and involvement have direct links with students' assimilation of their classroom context and subsequent academic outcomes, i.e. the act of action of teachers

should be real and authentic in dealing with autonomy, Moreover, Usuki, (2002:17) cited in Sert (2007:6) draws attention to teachers' attitudes towards their students which may play a key role in learner autonomy.

Probably, those are the reasons why most of the things have stayed the same in Turkish educational system although it has been changed periodically for decades. Sert (2007:6) claims,

"For example, the last trend is towards the use of the tools of autonomous learning in all the areas of kindergarten through higher education. Yet, traditional approaches to learning and teaching are still being used by the teachers with old beliefs since the beliefs that individuals have played a decisive role in the process of autonomous learning"

If there shall be a change, then this change should start with the teachers or instructors themselves or at least to be improved by new up to date language teaching courses as the sessions and workshops held in the Academy (The summer intensive teaching and assessment course held in August 2007 as a mutual coordination between the Academy of Graduate Studies and the University of Oregon and the American Embassy in Tripoli) which concentrated on modern teaching and classroom management and teachers self-assessment which was a great opportunity for improvement of teaching and classroom and teachers assessment.

There may be some other factors hindering teachers from effectively involving themselves in this process as Sert (2007:6) states. Firstly, they may be afraid of the students who improve independency fast while the teachers make little or no progress because they are not autonomous learners themselves. Secondly, particularly state schoolteachers can earn money without trying hard, and then they do not strive to learn new things. In that connection, introducing new things to student and teachers can be a good starting point. So, this study has targeted students who are studying in English Language Teaching Program of The Academy of Post Graduate Studies to lift one of the main barriers in front of the future of autonomous language learning. Although this case study is limited

with reference to the small number of the participants and institutional focus, it is hoped that it may help improve the situation in similar contexts by serving as a model for other studies.

Finally, some reference needs to be made to the fact that teaching is often influenced by the “**apprenticeship of observation**” (Lortie, 1975), i.e. how we teach now is sometimes mirrored by how we were taught ourselves. If we were taught in a teacher-led transmission style, we may be likely to slip into that same mode of delivery despite excellent teacher training into autonomous learning.

The problem, as Almarza (1996) in Sert's (2007:7) indicates that teacher training ignores student teachers' own previous learning experiences. This is a teacher's “**hidden pedagogy**” (Denscombe, 1982) in that it is formed through experiences as a child who has never been challenged. If that is the case, teacher training which ignores this apprenticeship formed from the pre-training stage is unlikely to be effective in convincing student teachers as to the benefits of autonomy and in “**dislodging old, embedded methodological beliefs**” Denscombe (1986).

3.3 Self-access language learning (SALL) and learning reading

Kern(2000:1)states that learning reading in a foreign language should be based on a literacy framework that takes linguistic ,cognitive ,and sociocultural domains into account .Reading is not a matter of extracting fixed meanings from texts ,nor is it a matter of making words mean whatever one wants .Therefore in SALL, context should always be embedded in social and cultural contexts and only sometimes do these coincide with contexts that are already familiar to foreign language learners to accomplish the goal of realizing discourse from texts despite limitations in language ability and cultural background knowledge. According to Kern (2000:167) four steps should be done:

- 1- To be immersed in written language (situated practice).**
- 2- To receive direct assistance in the complexities of reading L2 texts (covert instructions).**
- 3- To learn not only to absorb information but also to analyse and evaluate what they read (critical framing).**

4- To learn how to reshape or design texts through summarization, re-writing, or translation (transformational practice).

3.4 SALL and the students' subjective needs

One of the main problems of the students of the Academy of Graduate Studies in English is reading. That problem had been targeted by the researcher through teaching at the Academy for almost two years. Also, the researcher monitored classes through the courses and their exams (mid terms and finals). Students had a real problem dealing with reading strategies like scanning, skimming and general comprehension. Therefore, this study aims to give aid to these students now and for their present need and future career. Tudor (1996:96) suggests that this "need" is open to two interpretations:

"On the one hand it can refer to what the learner needs to do with the language once he has learned it .This is the goal -oriented definition of needs and relates to terminal behaviour, the ends of learning. On the other hand, the expression can refer to what the learner needs to do to actually acquire the language .This is the purpose –oriented of needs and, related to transitional behaviour, the means of learning"

Here comes the role of Self-Access learning to enhance and to improve, especially, the subjective needs which vary from one student to another. According to Tudor(1996:126), teaching has recognized the importance of the role of subjective needs in language learning , i.e. those factors of psychosocial or cognitive nature which influence the manner in which learners will gain and inter act with the process of language study .Also ,subjective needs can be spotted from two perspectives .Individual differences, those reflecting cognitive nature like intervention –extroverting, tolerance of ambiguity and risk taking and cognitive style ,along which learners differ from one another .Moreover, the teaching style reflects and interacts with these needs ,in this case the self-access learning seems to make teaching responsive to the students' needs and learning style .Finally, Tudor (1996:127) suggests two approaches to the matching

of methodology to learning style . The first one is based on similarity, and involves the selection of methodological techniques which match the learners' spontaneous preferences. The other one, on the other hand, is based on complementarity and involves exposing learners to modes of study which differ from their spontaneous preferences. This approach is meant to enhance their awareness of learning options and thus has an educational function. This matching is a difficult procedure; responding to the learners subjective needs and teaching techniques, Tudor (1996:127) states;

"Selecting the appropriate form of matching and, in general terms, responding to learners' subjective needs is a complex process which calls for considerable flexibility and educational insight from the teacher"

Which needs, of course, further training and motivation for the teachers themselves to have full success in carrying out such a program of self-access learning (see 3.1).

3.5 The role of teachers in learning in SALL

The role of teachers is different in self-access centres from their role at classrooms. According to Granger (2003:180,181), "**Teachers usually react to a group of learners in a unified, structured manner** ", i.e. They prepare language lessons based on a syllabus and the learning needs of a class .They use off-the shelf language courses and are able to adjust their teaching level to suit their students. Moreover, teachers are able to respond to specific requests for information within the boundaries of what is being taught.

These teachers have specific register and teaching techniques which aid the class in following the lesson. Granger and Miller (2003:180,181) claim that teachers often make use of "display" type questions in their lessons (questions to which the teacher already knows the answer).They have set goals, as have their students, and usually it is easy to test the effectiveness of teaching and learning by means of language tests . Finally, teaching takes place within the classroom environment and during a specified period of time.

On the other hand, self-access controllers usually counsel one learner at a time; this is exactly what the researcher did in his

experiment. Every student is a single case that his or her needs are different from others which needs special care from the self-access facilitator, to respond directly and quickly to solve a problem or give the right advice. The manner in which the instructor of the self – access centre functions or operates can be determined by both the counsellor and the learner. Granger (2003: 181) claims:

"Counsellors need to be prepared to give advice, offer suggestions, or answer questions for information on a variety of levels from the same or different learners. Each learner may have different learning or personal goals"

It means that counsellors most often use "referential" type questions in the counselling sessions, i.e. questions to which the counsellor does not already know the answer. Facilitating or instructing may take place in different places or settings; the classroom, the self-access centre or even the library (An electronic one is installed at the Academy Graduate Studies) which will be connected to an international world wide library site. Teachers' tasks and functions have been changing in the class as they have taken up learner-centred methodologies. As Granger claims (2003:181);

"The changing roles of teachers as they adopted learner-centred methodologies are to encourage teachers to relinquish their traditional roles as controllers of students' learning processes".

However, teachers have not always found it easy to fully implement their new roles. Nunan (1987) in Granger (2003:181) finds that even in what are considered situations of communicative language teaching (CLT), well qualified and enthusiastic teachers used to register of teaching autonomously which is reminiscent of **"traditional teaching methods"**.

In addition to that, Nunan (1987:141) illustrates through analysing teacher/student discourse patterns of CLT class that:

- A large number of drill-like conversations were undertaken by the teacher and the students.
- The teacher used mostly the initiate/response/follow-up.
- The questions used the "display" type more than "referential" type.

- The major focus of the teaching techniques was error correction and explanation of grammatical issues.
 - The teachers decided solely who should speak and when.
- Grander (2003:182) mentions some differences between the roles of traditional classroom teachers and self-access counsellors (facilitators):

Teachers	Counselors (facilitators)
The term "students" is used.	The term "learners" is used.
Teachers are seen as leaders of students.	Counselors are seen as collaborators with learners about their language learning.
There is a pre-determined syllabus .	There is a negotiated and flexible pathway .
Teachers teach their students from a prescribed textbook .	Counselors orientate learners to an array of materials .
Teachers are assessors of students.	Counselors discuss with their learners different ways to self-monitor their progress.
Teachers are instructors/organizers .	Counselors are reflective listeners .
Teachers use a variety of teaching aids (board, overhead projector, and video).	Counselors demonstrate to learners how they can use materials and equipment.
Teachers monitor a whole class and look for common language problems .	Counselors discuss on one-to-one basis individual language problems .
Teachers give feed back on learning tasks.	Counselors encourage learners to reflect on the outcomes of the language learning tasks.

Table 3.5-a from Grander (2003)

3.6 The roles of traditional classroom teachers and self-access counsellors

Table (3.5-a) shows the great difference of tasks of both the traditional classroom teacher and the self-access counsellor. The role of both varies from teacher centeredness (traditional teaching), to

students' centeredness. Also, the teaching procedures and assessment and final goals are different from traditional classes to self-access centres.

In real application during the experiment, the researcher has noticed that every learner is a single case that has his/her own problem or difficulty which is not necessarily the same problem of other learners in the centre. That means more effort and discussion are needed to fulfil the learners' goals and objectives. All the previous procedures have been done on a one – to – one consultant by the researcher in the self-access centre.

In addition to that, Kelly (1996:94) claims that "**counselling is essentially a form of therapeutic dialogue that enables an individual to manage a problem**". If this is true, counsellors cannot be successful in achieving such a dialogue by relying on their teaching techniques and classroom management strategies. Kelly (1996:95-6) suggests a range of macro and micro skills that language counsellors need.

Table (3.4-b) shows the macro and micro skills that language facilitators or instructors need in order to run a self-access centro. Also the instructor will be able to give support to the learners in their learning process.

Skills	Description	Purpose
Initiating	Introducing new directions and options	To promote learner focus and reduce uncertainty
Goal-setting	Helping the learner to formulate specific goals and objectives.	To enable the learner to focus on a manageable goal.
Guiding	Offering advice and information, direction and ideas; suggesting.	To help the learner develop alternative strategies.

**The Role of Self-Access Centres in Enhancing Reading Abilities of Pre-Intermediate
EFL Candidates of the Libyan Academy of Graduate Studies Shaiban Harith Ahmed**

Modelling.	Demonstrating target behaviour.	To provide examples of knowledge and skills that the learner desires.
Supporting	Providing encouragement and reinforcement	To help the learner persist; create trust; acknowledge and encourage effort
Giving feed back	Expressing a constructive reaction to the learner's efforts	To assist the learner's self-awareness and capacity for self appraisal
Evaluating	Appraising the learner's process and achievement	To acknowledge the significance of the learner's effort and achievement
Linking	Concerning the learner's goals and tasks to wider issues	To help establish the relevance and value of the learners project
Counselling	Bringing a sequence of work to a conclusion	To help the learner establish boundaries and define achievement

Table 3.5 –b from (Kelly 1996)
Macro – skills of language counselling

Skills	Description	Purpose
Attending	Giving the learner your undivided attention	To show respect and interest; to focus on the person
Restating	Repeating in your own words what the learner says	To check your understanding and confirm the learner's meaning
Paraphrasing	Simplifying the learner's statements by focusing on the essence of the message	To clarify the message and to sort out conflicting or confused meanings
Summarizing	Bringing together the main elements of the message	To create focus and direction
Questioning	Using open questions to encourage self-exploration	To elicit and stimulate learner disclosure and self-definition
Interpreting	Offering explanations for learner experiences	To provide new perspectives; to help self-understanding
Reflecting feelings	Surfacing the emotional content of learner statements	To show that the whole person has been understood
Empathizing	Identifying with the learner's experience and perception	To create a bond of shared understanding
Confronting	Surfacing discrepancies and contradictions in the learner's communication	To deepen self-awareness, particularly of self-defeating behaviour

Table 3.5-c from (Kelly 1996)

Tables (3.4a, b, c) show the difficulty and complexity of the counsellors and go far beyond the type of teacher-student dialogues normally found even in centred language teaching (CLT) situations. Kelly (1996) assumes that counselling requires teachers to make significant shifts in their attitudes and perceptions of the teacher – student relationship which requires training and guidance. The researcher faced some difficulties in dealing with different requirements which changed from minute to minute and according to the learners' demands. It was not an easy task at all. The researcher was kept in a continuous alert situation to fulfil the learners' urgent inquiries.

Chapter Four **Exploring the role of SALL in reading**

4.1 The role of SALL in enhancing the learners' reading according to The Academy's Final Exam requirements

This chapter will explore the role of the self- access centre on reading comprehension according to the academy's final exam. The issue of SALL and learning reading has been discussed in chapter (3.2) and the researcher is taking sides with the view stated by Kern (2000:1) that learning reading should always be embedded in social and cultural contexts ,and only sometimes do these coincide with contexts that are already familiar to foreign language learners .

4.1-1. The learning materials

The centre provides 20 PCs (personal computers) which are connected together in a closed circuit net especially designed for the Academy and right protected programs which are set up in the self-access centre include the following:

- 1- Softwares of the English File course book that includes the two levels of the course book (elementary and pre-intermediate).
- 2- Softwares of the English course Headway (elementary and pre-intermediate).
- 3- Softwares for beginner level.
- 4- Audio-visual materials covering all situational, contextual and cultural issues discussed and dealt with in the two

syllabuses, the English File (elementary and pre-intermediate) and the Head way.

- 5- A vocabulary bank.
- 6- A photo dictionary which provides an audio-visual help to the learners, with the possibility of creating a personal mini-dictionary.
- 7- An internet connection and learning related webs .
- 8- Video –CD sets.
- 9- Facilitator's controlling & monitoring board.
- 10- Data show devise.

4.2 The Experiment

During the experiment which lasted for 14 weeks, the students had the access to some software programs that are designed as a supportive material to their main text book (The English File).

The students used the programs designed for the pre-Intermediate level individually for two hours for each session during these 14 weeks. There are nine chapters in this program following the same format of the text book which is nine chapters (files) too. Each chapter is sub divided into other divisions which are: reading comprehension, vocabulary, language pronunciation (audio) and video scenes related to the course book.

In the reading comprehension the students had some short texts 10-12 lines each which are related to the main topics of the course book but presented in a very interesting and amusing way. These texts are written with some missing vocabulary and the students have to choose the right words from a list or to complete the gaps (a cloze), in both exercises. Moreover, candidates can check their results electronically and even have the right answers.

Some exercises are provided with audio pronunciation of the missing words. Candidates can read and listen simultaneously to the whole text and complete the gaps and write the missing words. They can even record their oral reading and check their reading themselves, which they liked so much.

The candidates in the field research suffered from some language problems (as they told the researcher in the interview), so learners were able to access to the step by step guided grammar processes and according to the same grammar rules of their text books. These processes included statements students should read

then choose the right answer from a list. Every right answer is given an audible green tick and the wrong one is given an audible red cross too. To make the students choose the right answer and also to check the answers' progress at any moment during the tasks till the learners finished the whole task.

The instructor gave instructions to the learners about how to use the centre, the time table of the program and the ways of using the softwares taking into consideration their strengths and weaknesses. Each learner had the full freedom to access the programs that enabled him\her for better performance in reading comprehension.

Moreover, during the experiment, the researcher's only duty was giving consultancy concerning the centre's facilities and programs in addition to monitoring and giving any needed technical support for using the centre's facilities. The electronic audio-visual monitoring Softwares enabled the researcher to give consultancy smoothly with no direct intervention but only when it was needed by the learners. In this way no interruption occurred and the learners made the advantage of every single minute of their time. It is worth mentioning that learners worked solely and did not work in pairs or groups, but they helped each other when they faced some simple and procedural obstacles. That was the only work that they did together. The students followed a self-access learning format which was almost the same as the exam's reading comprehension one.

4.3 The Academy's final exam reading comprehension format

The reading comprehension exam represents 25% of the total mark of the exam. Candidates should be able to deal with texts, vocabulary and language that is equivalent to the pre-intermediate language level.

4.4 Data collection

The researcher obtained the following data of both of the Academy tested groups' final exams from the Academy's Language Training and Developing Centre.

4.5 Data analysis and interpretation

Fifty four students took the Academy's pre-experiment final exam. The following table (4.5-a) shows their results in the final exam which they had after finishing the English pre-intermediate language course. There are three grades A, B, and C. The highest

percentage was grade C (pass) with 70%, then grade B (good) with 18.5 %. While grade A (excellent) represented only 11.1% from the total number of successful students. It can be seen that the majority of students passed their exam with C grade.

Grade	Number of students	Percent
A	6	11.1
B	10	18.5
C	38	70.4
Total	54	100

Table 4.5-a
The Academy pre- experiment Final Exam

From table (4.5-a) it can be seen that the majority of passed students had grade C in their final exam, while grade A presented the lowest percentage of the total number of the students who took the Academy's of Graduate Studies final exam.

Table 4.5-c shows the percentages of grades of the Academy's post-experiment Final exam. The table illustrates that the biggest percentage was C with 79.6% while the smallest percentage was A with 1.9% only. Meanwhile grade B was the second highest with 18.5% of the total number.

Grade	Number of students	Percent
C	43	79.6
B	10	18.5
A	1	1.9
Total	54	100

Table 4.5-c
Final exam after the experiment

Figure 4.4-e shows the difference between the final exam pre-experiment and the final exam post-experiment results. It can be seen that grade C increased significantly from the final exam pre-experiment to the final exam after the experiment. Meanwhile, grade

A almost levelled off between the two experiments. Finally, grade B increased slightly between the two experiments.

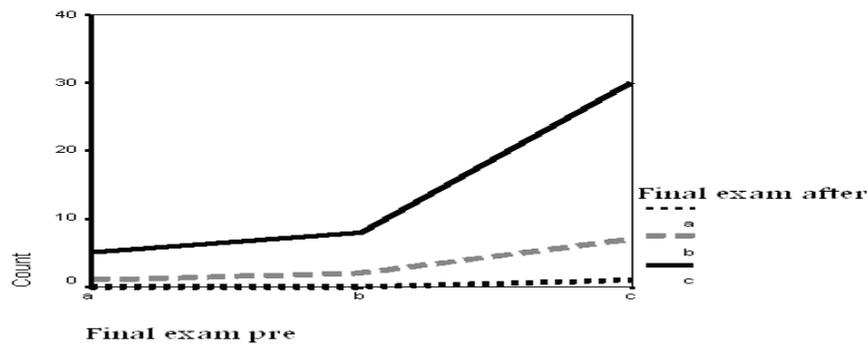


Figure 4.5-e

Final exam pre and post the experiment

Pair 1 Final exam pre & final exam after	N	Correlatio n	Sig.
	54	-.053	.705

Table 4.5-f

Paired Samples Correlation

It is noticed from table 4.5-f that the Coefficient of Pearson correlation between the degrees of students of pre-experiment final exam and their degrees in the post-experiment final exam is -.053 which is an inverse weak correlation, it is not significant at the two levels (0.05, 1.01). Providing that coefficient correlation is not significant, therefore, these results are not possible to predict the level of the degrees in the post-exam according to their degrees in the pre-exam, which means that there is no connection between the degrees.

Pair 1 Academy Final Exam pre & Final Academy Exam After	T	df	Sig. (2- tailed)
	- 1.604	53	.115

Table 4.5-g

Paired Samples Test

Table (4.5-g) shows that the P-Value is 0.115, it is bigger than 0.05 & 0.01. It is inevitable to accept the Null hypothesis which means that there is no significant difference appointing the levels of (0.05 and 0.01) between the marks of the candidates in the two exams.

The coefficient correlation between the Academy's pre and post final exams has been calculated and it is (-0.053). It is not significant with the level of 5% and 1%. Moreover, according to T-test the P-VALUE=-0.115<0.05 makes us refuse the Null hypothesis ($H_0: \mu_A=\mu_B$), i.e. there are significant differences between the average of the students' marks in the tests.

Reading Grade	Number of students	Percent
Good	19	35.2
Weak	17	31.5
Exceptional	15	27.8
broad line	3	5.6
Total	54	100

Figure 4.5-h

Final Exam pre-experiment

It is noticed from table 4.5-f that the Coefficient of Pearson correlation between the degrees of students of pre-experiment final exam and their degrees in the post-experiment final exam is -.053 which is an inverse weak correlation, it is not significant at the two levels (0.05, 1.01). Providing that coefficient correlation is not significant, therefore, these results are not possible to predict the level of the degrees in the post-exam according to their degrees in the pre-exam, which means that there is no connection between the degrees.

Pair 1	T	df	Sig. (2-tailed)
Academy Final Exam pre & Final Academy Exam After	-1.604	53	.115

Table 4.5-i
Paired Samples Test

Table (4.5-i) shows that the P-Value is 0.115, it is bigger than 0.05 & 0.01. It is inevitable to accept the Null hypothesis which means that there is no significant difference appointing the levels of (0.05 and 0.01) between the marks of the candidates in the two exams. The coefficient correlation between the Academy's pre and post final exams has been calculated and it is (-0.053). It is not significant with the level of 5% and 1%. Moreover, according to T-test the P-VALUE=0.115>0.05 makes us refuse the Null hypothesis ($H_0: \mu_A=\mu_B$), i.e. there are significant differences between the average of the students' marks in the tests.

Chapter Five

Conclusions and Recommendations

5.1 Conclusion

Self-access learning through self-access centres has been studied by many recent studies around the world. The researcher in this study has also proved that it is a quite beneficial method in learning English as a foreign language. This experiment has proved that a progress in the candidates reading skill in the academy's final exam. The researcher has noticed that self-access learning can enhance the adult learners of English and increase their language performance, self-confidence and motivation, especially students of post graduate studies.

If further technical and linguistic support is provided to the learners, their knowledge about English language will be pushed forward. Also, it will have an effect on their motivation and attitude towards English. This will support the factors that affect controlling self-access and self-learning, moreover, the efforts of both centres' facilitators and learners will be pushed further too.

One of the major objectives of this study is to minimize any waste of time due to traditional language teaching methods, ending with the most sufficient usage of time and with maximum rate of English language learning. Step by step, the instructors' role is

minimized, leaving the ground to the increasing and maximizing role of learners.

5.2 Recommendations

According to the results gained from the study, the following points are recommended:

- 1- Self-access centres should be widely used in English language learning.
- 2- Self-access learning can cover other research areas, especially, other language skills like speaking, writing and listening.
- 3- The usage and running of self-access centres will be more effective if teachers are given some kind of basic training, presentations, workshops and seminars explaining and introducing the prospective role of self-access centres.
- 4- Self-access centres can be linked with other self-access centres around the world by the internet to share knowledge and experience of English language teaching and learning.
- 5- Self-access learning is very convenient for elderly and introvert candidates who prefer, mostly, not to take part in traditional classes. This will improve their attitude towards language learning.
- 6- Language teachers and instructors should keep themselves in touch with all sorts of new techniques. They should be innovative by updating their knowledge about language and language learning for better performance.
- 7- It is hoped that this experiment is used and expanded not only with post graduate students, but with all English language learners everywhere.

References

- (Eds) **Autonomy and independence in language learning.** Harlow: Addison Wesley Longman 18-34.
- and P Voller (Eds) **Autonomy and independence in language learning (1-12).** London: Longman.

- Baldwin, M. (2000). Does self-assessment in a group help students to learn? in *Social Work Education* 19, 451-462.
- Benson, P and P, Voller (1997). Introduction: Autonomy and independence in language learning in Benson P
- Benson, P. (1996). Concepts of autonomy in language learning in Pemberton, R, E S L Li, W W F Or and H D Pierson 1996 (Eds) *Taking control: autonomy in language learning*. Hong Kong: Hong Kong University Press, 27-34.
- Benson, P. (1997). The philosophy and politics of learner autonomy in Benson, P and P Voller P 1997
- Benson, P. and Voller, P. (Eds.). (1997). Autonomy and Independence in Language Learning. London: Longman.
- Blue, G.M. (1988) 'Self-assessment: the limits of learner independence'. In A. Brookes & P. Grundy (eds.) *Individualization and Autonomy in Language Learning*. *ELT Documents* 131. Modern English Publications / British Council, pp. 100-118.
- Bouvier, J-C. (1998). Rapport de le commission pour la formation en langues des étudiants spécialistes d'autres disciplines. Ministère de l'Education Nationale, Paris. Department of Applied Language Studies and Linguistics, University of Auckland.
- Clemente, M. de los Angeles (2000) 'Self-direction in language learning: what does it mean to become aware?' In D. Little, et al. (eds.) *Focus on Learning rather than Teaching: Why and How?* Dublin: Trinity College, Centre for Language and Communication Studies, pp. 155-172. Clemente, M. de los Angeles (2001) 'Teachers' attitudes within a self-directed learning scheme'. *System*, 29:1, 45-67.
- Clemnte, A. (2004). Teacher awareness: an essential element in ELT teacher education. *MEXTESOL Journal*, 27, 15-20.
- Cotterall, S. (1995). Developing a course strategy for learner autonomy. *ELT Journal*, 49/3, 219-227.

- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. System, 23(2), 195-205.
- Cotterall, S. and Reinders, Hayo. (2001). Fortress or Bridge? Learners' Perceptions and Practice in Self Access Language Learning. The PAC Journal Vol.1, No.1.2001. Web site google scholar .com 1-12 2007 10:30pm.
- Denscombe, M. (1986). Classroom control. London: George Allen and Unwin.
- Dickinson, L 1996. Culture, autonomy and common sense in Proceedings of AUTONOMY 2000: the development of learning independence in language learning, held at King Mongkut's Institute of Technology Thonburi, Bangkok, Thailand.
- Dickinson, L. (1995) Autonomy and motivation: A literature review. System 23 (2), 165–74. British Council, November 1996: 41-54.
- Dickinson, L.(1987).Self- instruction in language learning. Cambridge: Cambridge university Press.
- Dymond, S. Kenny, Nick. French, Amanda. (2006). KET test builder. Macmillan.
- Farell, Thomas. (2001). Teaching reading strategies: 'It takes time' in reading in a Foreign Language. On line Journal, vol. 13-2.2008.
- Grander, David .Miller, Lindsay (1999)Establishing self-access from theory to practice. Cambridge University press.
- Grander, David, et al. (2003).Establishing self- access from theory to practice. Cambridge University Press.
- Gremmo ,M-J and P.Riley (1995),Autonomy, self –direction and self access in language teaching and learning :the history of an idia .System 23 (2) 151-64.- Tang, Gladys.

- Gremmo, M-J. and Riley, P. (1995). Autonomy, self-direction and self access in language teaching and learning: the history of an idea. System 23, 2: 151-164.
- Jones, FR. (1998). Self instruction and success. A learner profile study. Applied Linguistics, 19(3), 378-406.
- Kelly, R. (1996) 'Language counselling for learner autonomy: the skilled helper in self-access language learning'. In R. Pemberton, et al. (eds.) Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, pp. 93-113.
- Kern, Richards (2000) Literacy and language teaching. Oxford University Press.
- Korthagen, A.J (1993). Two modes of reflection in Teaching and Teacher Education, System, 9, 317-326.
- Little, D. (1991) Learner Autonomy. 1: Definitions, Issues and Problems. Dublin: Authentik.
- McDonough, S. (1995) Strategy and skill in learning a foreign language. London: Edward Arnold.
- McDonough, S. (1999) 'A hierarchy of strategies'. . In S. Cotterall & D. Crabbe (eds.) Learner Autonomy in Language Learning: Defining the Field and Effecting Change, Bayreuth Contributions to Glottodidactics, Vol 8. Frankfurt am Main: Lang, pp. 51-60.
- McDonough, S. (1999) 'A hierarchy of strategies'. . In S. Cotterall & D. Crabbe (eds.) Learner Autonomy in Language Learning: Defining the Field and Effecting Change, Bayreuth Contributions to Glottodidactics, Vol 8. Frankfurt am Main: Lang, pp. 51-60.
- McDonough, S. (1999) 'Learner strategies'. Language Teaching, 32:1, 1-18.
- McDonough, Jo. Shaw, Christopher .(2005). Materials and methods in ELT ,Blackwell Publishing.

- McGrath, I. (2000). Teacher autonomy. In B. Sinclair, et al. (eds.) Learner autonomy. Teacher autonomy: Further directions. London: Longman, pp.100-110.
- Mok, We. (1994). Reflecting on reflections: a case study of experienced and in experienced ESL teacher in System, 22, 93-111.
- motivation The effects of involvement and autonomy support.
- Mucmurry, Benjamin L. (2005). Self-access centres: Maximising Learners' Access to Center Resources. A master's project submitted to the faculty of Brigham Young University. Brigham Young University.
- Nunan, D, J Lai, J and K Keobke 1999. Towards autonomous language learning: strategies, reflection and navigation in Cotterall, S and D Crabbe 1999 (Eds) Learner autonomy in language learning: defining the field and effecting change. Frankfurt-am-Main: Peter Lang 69-78.
- Nunan, D. 1997, 'Designing and adapting materials to encourage learner autonomy', in P. Benson & P. Voller (eds), Autonomy and independence in language, Longman, London.
- Nunan, D., Lai, J., & Keobke, K. (1999). Towards autonomous language learning: strategies, reflection and navigation. In S. Cotterall & D. Crabbe (Eds.). Learner autonomy in language learning: defining the field and effecting change (pp. 69-77). Frankfurt: Peter Lang.
- Oscarson, M. (1989) 'Self-assessment of language proficiency: rationale and applications'. Language Testing, 6, 1-13.
- Oscarson, M. (1989). Self-assessment of language proficiency: rational and implications. In RELC Journal, Vol.199.No.1pp.75-93.
- Prince, Peter (2007). what is learnt and how? An examination of factors involved. Université de Provence France.
- Reeves, N. B. R (1993), The efficacy of home and distance

- language learning. Paper presented to the Annual Conference, University of Salford, Greater, Manchester, United Kingdom.
- Reinders, H. (2005). CALL and supporting self-directed language learning. Plenary speech at assisted Language Learning, Ritsumeikan University, Kyoto, Japan. The JALT Call Journal, 2005, vol.1, No.2, pp. 41-49.
 - Reinders, H. M, Lewis(2005). Examining the 'self' in self –access materials. Reflections, 7, 46-53.
 - Richards, H. (1999) Learners' Perceptions of Learning Gains in Self-Access. Ph.D thesis. Victoria University, Wellington
 - Richards, J.C. and C. Lockhart. (1994). Reflective teaching in second language classrooms. Cambridge: Cambridge University Press.
 - Richards, K. (1994) 'Writing distance learning materials'. In K. Richards & P. Roe (eds.) Distance Learning in ELT, Modern English Publications in association with the British Council, pp. 94-107.
 - Roberts C. (1998), 'Language and cultural issues in innovation: the European dimension', in Managing evaluation and innovation in language teaching, ed. Rea-Dickins and Germaine.
 - Rybak, Stephanie J. (1983), Foreign languages by radio and television: the development of a support strategy for adult home-learners. PhD thesis, Brighton Polytechnic.
 - Sert, Nehir(2006) EFL Student Teachers' learning autonomy, Asian EFL Journal, vol 8, issue 4, September 2006.
 - Sheerin, S 1997. An exploration of the relationship between self-access and independent learning in Benson, P and P Voller P 1997 (Eds) Autonomy and independence in language learning. Harlow: Addison Wesley Longman 54-65.
 - Shereen, S.(1989).Self-access. Oxford: Oxford University press.
 - Skrivener, J(2005) Learning teaching. Macmillan.
 - Smith, R.C. (2000) Starting with ourselves: teacher learner

- autonomy in language learning. In B. Sinclair, et al. (eds.) Learner autonomy, teacher autonomy: Further directions. London: Longman, pp.89-99.
- Srimavin, Wilasana. Darasawang, Pornapit(2004) Developing self-assessment through journal writing Proceedings of the Independent Learning, Conference 2003 Published 20 September 2004, Google Scholar BETA 6-2 -2008 10 pm.
 - Stiller, J,D. Ryan, R.M.(1992). Teachers, parents and student
 - Thanasoulas, D. (2002). What is learner autonomy and how can it be fostered ? The TESL Journal,6(11), September 30, 2003.
 - The PAC Journal Vol.1,No.1.2001
 - Tort-Moloney, D. & Trinity Coll. Dublin (Ireland). Centre for Language and Communication Studies. (1997). Teacher Autonomy: A Vygotskian Theoretical Framework. CLCS Occasional Paper No. 48. Ireland.
 - Tort-Moloney, D. & Trinity Coll. Dublin (Ireland). Centre for Language and Communication Studies. (1997). Teacher Autonomy: A
 - Tudor ,Ian .(1996:1)Learner centeredness as language education, Cambridge University press .
 - Tudor,Ian.(1996).Learner centeredness as language education.Cambridge:CUP.
 - Usuki, M. (2001). From the learners' perspectives: The needs for awareness-raising towards autonomy and roles of the teachers. ERIC document number ED455694. Retrieved April 6, 2002, from EBSCOhost database (Academic Search Elite) on the World Wide Web: <http://search.epnet.com>. A study of Japanese learners (not including technology).
 - Usuki, M. (2002) Learner autonomy: Learning from the student's voice. CLCS Occasional Paper No. 105 / 114 60. Dublin: Trinity College, Centre for Language and Communication Studies. (clcsinfo@tcd.ie).

- Wenden, A .(1987) A curricular framework for promoting learner autonomy. In wenden,A.(1991)Learner Strategies for Learner Autonomy,pp.1-42.UK: Prentice Hall International.
- Wenden, A. L. (1998). Metacognitive knowledge and language learning. Applied Linguistics, 19(4), 515-537.
- Wenden, A.(1992) The process of self-directed learning. A case study of adult language learners. Doctor of Education Thesis , Teachers College, Colombia University.
- WWW.ericied.gov/ERICDOCS/data/.
- www.questia.com (on line library).
- Yang,Gu (2000)Learning English through self-study by new arrival children.Educational Journal,Vol 28 No2 winter 2000 .The Chinese University of