



**Perceptions towards the use of a self-access centre
in a university in Northern Thailand**

**التصورات حول استخدام الوصول النفسالمركز في إحدى
الجامعات في شمال تايلاند**

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Abstract

The promotion of independent and life-long learning practices in the field of adult education in the 1970s established a way of learning that deviates from traditional classroom group instruction. Self-access learning gives adults the freedom and control over their own learning. Universities set up self-access centres to encourage learning environments where this kind of learning could take place. This paper discusses what proponents of self-access learning recognise as best practices and explores the issues experienced in this kind of learning in the context of where this research was conducted. The aim of this research is to identify the perceptions of students and tutors towards the use of the materials, services and facilities at a self-access centre in a university in Northern Thailand. A total of 20 students and 6 tutors participated in the survey questionnaire and among them 6 students and 4 tutors were invited to participate in in-depth follow-up interviews. Qualitative and quantitative data arising from questionnaires and interviews revealed the level of the students' English skills and the experiences of the users at the centre, both students and tutors. Recommendations derived from the data are given as suggestions for this centre. Finally, implications are listed for further study in this field.

Abstract

هدية للحياة المستقلة وعلم التمارين في الحقل لكم علوم البالغ بداية في سنة 1970 طريقة ومنهج التعلم ينحرف من تعليمات لجماعة الغرفة الدراسة العادية .

التعلم بطريقة البالغ نفسه تعطيه المستقلة في التحكم على تعليمه .الجامعة سترتب مركز التعلم لوصول النفس لكي تتركب التعلم ببيئة التي تكون بيئة المكان التعليم .هذه الورقة يناقش مؤيد أن طريقة التعلم لوصول نفسه هو طريقة أحسن من الطرق الأخرى في الدراسة و يبحث عن القضايا بخبرة كثيرة بهذه الناحية و كلام السياق من البحث العلمية أجرت من الفترة الطويلة . وهدف الأول من هذا البحث لكي يعين مفهوم الطالب والمعلم الخاص بطريقة الإستخدام المواد و الخدمة و الموهبة من مركز التعلم بطريقة الشخص النفسي في شمال التايلاند . الطالب 20 شخصا و المعلم 6 شخصا يشاركون معا في دراسة الاستبانات و مجموعتهم 6 طالب و 4 معلم يدعى بالمشاركة العميقة تطابع المقابلات . حقائق النوعية تطلع من الإستبيانات والمقابلات يكشف مستويات الطالب من خبرة اللغة الإنجليزية من مستخدم عند المركز جميع الطالبين والمعلمين . رسالة التزكية تستمد من الحقائق تعطينا مثل كإقتراحات لهذا المركز . وبالنهاية برنامج تحكم الطالب الإضافي في هذا الحقل

Dedication

For my children - Drew and Daniel. You are always loved.

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1. Introduction

1.1 Introduction

A combination of educational, social and technological change has called for a different, more radical form of learning: Self-Access Language Learning (SALL). Generally, SALL takes place in a Self-Access Centre (SAC) or an Independent Learning Centre (ILC) which “consists of a number of resources usually located in one place, designed to accommodate learners of different levels, styles, goals and interests” and it “aims to foster learner autonomy among its users” (Reinders and Cotterall 2001, p.1). This philosophy, assumed to have originated from western contexts, but consistently been refuted by academics from the East, expects learners to work independently; set their own goals, choose their own materials and evaluate their own learning.

However, assumptions on the nature of learners and the SACs’ aim often contradict. Firstly, most learners are believed not to have the knowledge and skills needed to decide on what to learn and how to learn and this affects the realisation of their goals in learning a language (Nunan 1995, cited in Benson & Voller 1997). Different authors believe that this seemingly futile nature of learners stems from when the security that comes from teacher monitoring becomes evidently absent in autonomous learning environments. For instance, Chandler (2000) points out that that in Cambodian culture, the teachers are perceived as parents and students as children and the latter are expected to accept and obey, while Littlewood in 1999 (cited in Benson 2001) adds that cultures where teachers are treated so highly that when autonomy is initiated, one could be regarded as a cultural imperialist and thus suppress the promotion of autonomy.

To make things complicated, the cultural differences that exist between the western-educated teacher and the learners where the language is being studied has long been problematic. These teachers expect their students to be independent with their studies while students who are learning this language tend to depend on their teachers for guidance, rote learn and lack critical thinking among others (Biggs 2003). Thus, questions on validity, effectiveness and appropriateness of the implementation of autonomy in language learning in particular cultures (such

as ‘Japanese culture’ or ‘Arab culture’) have been placed by educators (Palfreyman & Smith 2005).

The current study, similar to the investigation by Choi (2012) on student and teacher perspectives on self-access English learning needs in Hong Kong, also explores the perceptions of tutors and students towards self-access language learning in a tertiary institution, this time in the context of Thailand. Here, the Self-Access Centre, also known as the Self-Access Learning Centre (SALC), was established by its host department in 1989 and mostly provides help to students who study languages such as English, Chinese, German and Thai. Though other researches have been done on perceptions and management of SACs in other parts of Thailand (Kongchan 2008, Paladesh 2002, Wiriyaakrun, 2002), in the researcher’s knowledge, there has been no known published research done specific to this centre in the past. Hence, any data gathered in this research will be valuable to the SAC administrator, its users, and tutors and eventually to the university in general.

Several steps were taken in conducting this research. Problems observed by the researcher and experienced by its users are stated. Then the questions this research would like to address are presented and the importance of the outcomes of this research is specified as well. Researches, best practices and the complications involved in the running SACs and implementation of SALL in Thailand and around the world are reviewed in the literature.

Since the inclusion of the entire population is not possible to attain, a sample of the population (only those who use the SALC) was carefully selected in order to attain the most relevant data for the research. Qualitative and quantitative data arising from questionnaires and in-depth randomised interviews from the SALC users are analysed. These yield the users’ interweaving perceptions of the SALC materials, facilities and services. Later, recommendations towards the effective running of the SALC put forward by both tutors and students are enumerated. Finally, implications of the study in the relation to the study of SACs and SALL are set forth by the researcher.

Issues concerning this SAC in a university in Northern Thailand are enumerated in the following section.

1.2 Statement of the Problem

This research has detected a number of interlocking issues at the SAC. These include but are not limited to the quality, availability and suitability of materials at the centre, the amount of help available in the centre and the centre's physical layout as a whole.

The centre provides a wide-range of materials to its users; CDs, magazines, textbooks, graded readers and other audio-visual materials available at the students' perusal in a room called the Resource Room. However, some materials at the centre are rather outdated or disorganised. The absence of materials available online, though not seemingly alarming at the time when the research was provided could be problematic in the centre's future operations.

The schedule of the availability of tutors for pronunciation and writing help is neatly posted around the centre's walls. According to the SALC director, the tutors who give help at the centre come on a voluntary basis. Furthermore, the SALC is only open on weekdays and not on weekends. The SAC only provides pronunciation help for 14.5 hours and writing help for 20.5 hours in a week. Hence the SAC does not give pronunciation help for 25.5 hours and writing help for 19.5 hours or a total of 45 without any tutor in the SALC. Though the SALC director could help with the tutoring service that the SAC provides, she is also responsible for other duties such as materials development, SAC administration and other teaching obligations.

The bookshelves are clearly labelled according to the different languages the SALC's host department's offerings (such as English, Thai, and German). These are also grouped according to the kind of materials they are available in (e. g. CDs, magazines, etc.). The materials in the English section, however, are not labelled according to the different skills (e. g. reading, writing, speaking, etc.) the students are mastering. This creates an atmosphere of confusion if not overwhelm when student looks for materials specifically for their needs.

There is also a room called the IT Corner which has the computers and audio-visual area. While the area where the computers seem to be very popular among

its users, this cannot be said to the audio-visual area. In the researcher's observation, this area is always empty and nobody uses the TVs.

Finally, the daily operation of the SALC is also left to the hands of the two people; one staff personnel in each room. Though this situation may not seem problematic in the part of the SALC users, this could have an effect on how the SALC operates as a whole.

Though these are the different issues the researcher finds requiring action, the immediate identification of the needs of this SALC's users would help the SALC administrators in knowing the steps to solve many of its problems. Also, knowing the perceptions of its users, both students and tutors, would give this research a snapshot of what the current situation is in the SALC.

This research hopes to achieve milestones in the realm of SACs and SALL both locally and internationally. These are stated in the next section.

1.3 Aims of the Study

This research would like to enumerate its aims towards the effective running of SACs and SALL institutionally, nationally and internationally. After the researcher had specified the different issues observed at this particular SAC, this research conducted a needs analysis of its users. When these are looked at, the study would give recommendations to the SAC administrator based on the data gathered from its users and the best practices in the field of SAC administration. It is hoped that when these issues are addressed by the administration of this SAC, the learning experience in the SALC would eventually improve and more students and teachers would use the centre in the future.

This research would also like to add to the literature related to perceptions of users of SACs in this particular part of the country. In the literature, it would be revealed that most published researches were done in the capital, Bangkok, and very seldom in other cities around the country.

Ultimately, this research would like to contribute to the growing literature of SACs and SALL around the world. It is hoped that this research on SAC and SALL in the context of Thailand would find its niche towards the better running of SACs worldwide and better understanding users of SACs.

It is a common knowledge that researches on SACs often interconnected. This research, however, would like to delimit its scope and focus only on the research questions stated in the next section.

1.4 Research Questions

This research is an attempt to understand the current situation of the SAC in this particular university in Thailand by looking at the needs of its users. They do not only include the students who go to centre, but also the tutors who offer services at the SALC. It would also like to examine the users' experiences with the SALC's materials, facilities and services and to enumerate the different suggestions the users' recommendations in the effective running of this SALC.

This research would like to answer the following research questions:

1. What are the language needs and study support needs of the students who use the SALC?
2. What are the SAC users' experiences regarding the use of materials facilities and services at the SALC?
3. What recommendations do the SALC tutors and the students give to the effective running of the SALC?

The researcher followed different research strategies and methods to gather data from the SALC's users and eventually answer the research questions listed above. The significance of addressing these research questions are quantified in the next section.

1.5 Importance of the Study

Though researches on SACs and SALL have long been complicated and difficult to interpret because of the different contexts they were conducted in, various researches on these topics have been done since their inception in the 1970s. Research around the world has not only provided insights on the situation of SACs but has also highlighted some of the best practices in SACs and SALL in long-established SACs and experienced SAC managers.

In the case of Thailand, research where SACs operate, especially in its capital, Bangkok, only began to be published in the early 2000. More so, no known research has been published in this particular SAC in the northern part of Thailand. Though any form of research would help in the effective running of this SAC, a needs analysis would be particularly be important for this SALC, as Long in 2005 (cited in Choi 2012) extols that the identification of the genuine needs among learners would dictate the development of materials for self-access language learning. In a more philosophical point of view presented by Brookfield (1986), it is believed that when programs are structured around learner's needs, the learners would have the chance to examine their assumptions, values and beliefs underlying their perceptions about things. It is important for the stakeholders of this SALC that their needs would be taken into consideration and their current perceptions be presented towards the better running of the SALC.

As a final point, research on perceptions by its users by someone not connected with the university such as the researcher would not only depict the centre's current state but would also gather more valid and reliable data (Denscombe 2005, Long in 2005 cited in Choi 2012) for providing better resources, services and facilities for the users of the SALC.

This research accounts the multifaceted but established history of SACs and SALL. This mainly includes literatures on the different researches, studies, articles and the best local and international practices among the SACs. However, the SACs and SALL's interesting association with the concept of autonomy amongst teaching and learning cultures are studied in the literature review.

2. Literature Review

2.1 The establishment of Self-Access Centres (SACs) and Self-Access Language Learning (SALL)

The promotion of Self-Access Language Learning (SALL) in Self-Access Centres (SACs) was brought about by a number of changes in the 1970s. Firstly, the notion of autonomy was established through the Council of Europe's Modern Languages Project called the Centre de Recherches et d' Applications en Langues (CRAPEL) at the University of Nancy, France (Benson, 2001). Holec (1979, cited in Smith 2001), successor to CRAPEL's founder, Yves Chalon, defines autonomy as the "ability to take charge of their own learning" and encouraged learners to be independent of the teacher. More than ten years later, the Bergen definition was developed. It views learner autonomy as "...the capacity and willingness to act independently and in cooperation with others, as a social responsible person" (Bergen cited in Dam 1995, p.1). Meanwhile, Brookfield (1986) considers this kind of learning as the "natural way" to learn since it postulates the adults' ability to conceive, design and evaluate self-directed learning activities.

Nunan in 1995 (cited in Benson & Voller 1997) and Sinclair, McGrath and Lamb (2000) share the same insights on at least four major aspects of learner autonomy. Firstly, they all agree that it is an idealistic goal and fully autonomous learners are usually rarely found in the classroom. Secondly, they believe that autonomy is not necessarily innate to the learner but training towards it could be best done in the classroom. Thirdly, there are degrees of autonomy and that they are usually affected by factors such as the learner's personality, some affective factors and the cultural context they are in. Finally, they theorise that in order for learning to take place, learners should have the willingness to be responsible for their own learning.

Later, institutions experienced a rise in student population and had to come up with unconventional solutions to cater to individuals with different preferences, opportunities and needs (Benson 2001), so the need for learners to take control of their learning was affirmed once more. Then the growth in the use of electronics

and the internet in education was seen to be a sign of innovation in teaching and learning. Consequently, there was a pressure to provide these learning options that could accessibly be found in SACs (Benson 2001).

The terms Self-Access Language Learning and Self-Access Centres were then recognized and defined by researchers in many ways. Gardner and Miller (1999) explain that a SAC is a place where resources, teachers, learners are found and the organized relationship between them is referred to as SALL. Reinders and Cotterall (2001) highlight the accommodation of different kinds of learners in a SAC where a number of resources is usually located in one place, and broadly defines SALL as the learning that takes place in a SAC. In terms of SAC facilities, Benson (2001) considers a SAC as a “purpose-designed facility in which learning resources are made directly available to learners” and enumerates typical SAC resources such as video tapes, printed materials and computer software.

While Hong Kong and many European universities have long histories of SACs, many countries around the world have just caught on the SAC phenomenon. For instance, numerous articles on e-learning, distance learning, self-access and electronic-driven learning (Ismail & Ramlall 2008) show that, at least in SACs run by government colleges and universities in the United Arab Emirates, SALL is very much alive and thriving. However, while the boom of SACs in this country was interpreted by the use of technology in SACs, researches related to SACs in the UAE have been difficult to find or access to full reports are restricted by publishers one way or another. The Thais have also caught on the SAC bandwagon when the Thai Ministry of Education set up 80 new SACs in secondary schools in 2004 (Darasawang et al 2007 cited in Gardner & Miller 2011).

2.2 New teacher and learner roles

This shift in focus from the teacher to the learner has gained a great deal of support from academics at least in the US and all around Europe and has brought about changes in the way the traditional teaching and learning environment is seen. It has defined a number of new and challenging roles both for the teacher and the learner.

Stevick in 1976 (cited in Sheerin 1989, p.4) disputes the teachers' and students' traditional roles in the teaching and learning context. He suggests that English instructors play fraternal or permissive role, being a resource person or consultant and an independence trainer instead of as acting as a parent, being all-knowing and encouraging dependence in the SAC context. He adds that students should be active, responsible for their own learning, and be involved in decision-making without seeking so much approval from others. Seen in a lifelong learning view Bergen in 1990 (cited in Dam 1995) simply expresses that teachers are expected to let go while learners decide for their own learning.

Roles of the different actors involved in SACs were then specified. Nunan in 1995 (cited in Benson & Voller 1997) outlines the tutor's primary roles in a SAC as a problem-solver; he/she is expected to be able to efficiently help with language learning problems. At the same time, both the tutor and support staff were believed to provide direction in using the centre effectively and finding materials relevant and useful in the learner's needs. Finally, support from other learners was seen as a social aspect of learning where learners' needs could be addressed by working with other members of a group.

While these proposals were seen to be helpful in the running of SACs and promotion of SALL, Trim (cited in Dam, 1995) still reasons out that "No school, or even university, can provide its pupils with all the knowledge and the skills they will need in their adult life."

2.3 Management practices in SACs

Researches, books and articles on what are felt to be the best practices in managing SACs took off in many parts of the world.

Sheerin (1989) published a practical guide on establishing and managing self-access facilities. It was an attempt to organize a self-access to promote independent learning. In the book materials are described, roles are outlined and the SAC lay out organised.

More than a decade later, a study by Morrison (2008) incorporates all the roles of SACs in tertiary education and enumerates that SACs should bring together language learning and independent learning, serve as a resource centre, act as an enabler by being a catalyst for development of independent skills and encouraging experimentation, and provide human and non-human sources.

A few of the many comprehensive researches on the topic of best practices in SAC management were also conducted by Gardner and Miller. They lead a series of researches about how effective management of a SAC affects its success. One of their studies done in 1997 was a large-scale (541 learners, 58 language tutors and 5 SAC managers) research in 5 SACs in tertiary institutions in Hong Kong, where most of the established SACs are found in the world. Gardner and Miller's recommendations encompass the managers' role in clearly defining the rationale of their SAC and communicating this to users, tutors and other colleagues in the institution and structuring the SAC management in a simplified and formalised format. They emphasize that more direct responsibility for the day-to-day running of the SACs should be given to the SAC managers themselves. Also, the authors justify that the SAC manager's post be full-time as should some of the tutors' posts to improve the quality of work in SACs. When it comes to the materials at the centre, the authors advised SAC managers to conduct a thorough needs analysis of its learners, train the tutors in materials writing and then develop materials which meet the users' needs and wants. Interestingly, the study advocates not only the training of the tutors in a SAC but also the training of SAC managers themselves. Also, Gardner and Miller propose further research on

motivation of SAC users and perceptions and beliefs about self-access language learning. Finally, development of study plans, links between independent language learning in the classroom and in the SAC and assessment tools on the effectiveness of the SAC and self-access learning were also put forward by the researchers.

Two years after their large-scale research, Gardner and Miller pursued their interest in the promotion of effective SAC management and published a book that covered everything from theory to practice to case studies and counselling (Gardner & Miller 1999). It became a definitive guide for many SAC managers and managers to be.

In a later study done with seven experienced managers in tertiary institutions in Hong Kong in 2011, Gardner and Miller do not only affirm the recommendations they mentioned in 1997, but also hold that flexibility and freedom of student learning as vital in the development of learner autonomy and/or language learning at the SAC. More importantly, they identified five principles necessary to good practice self-access language learning in management role similar to the ones presented by Brookfield (1986) on the cornerstone of adult learning almost three decades before the research had been conducted by Gardner and Miller. The three of them made recommendations for the SAC manager which include clarifying working definitions, being aware of own and others' beliefs about SALL, being well informed from a range of sources such as literature and other practitioners, tailoring the rationale (mission statement) to the needs of stakeholders and making it accessible and being able to understand the competing factors influencing facilitation of SALL. Finally, Gardner and Miller sensibly concluded that managers have a lot of factors to consider and approaches to deal with that affect the running of the SAC, but they also insisted that SAC managers balance these competing factors in a way that benefits the learners. These compelling similarities suggested by these authors reflect how the understanding of teaching and learning of adults vital in the effective running of SACs.

2.4 The complexities of SAC and SALL issues

Researches around the world show the complexities of issues faced by SACs and usually revolve around the actors in a SAC; from its administrators down to its users.

The freedom gained, personalization of learning and technology involved in SALL have created a problematic and complex way of assessing learning in a SAC. Morrison (2005) investigated SACs in Hong Kong and found that assessment of language learning in this context could not be found in traditional types of language assessments where almost everything could be controlled by the teacher. Another major study by Reinders & Lazarro in 2008 reported that more than half of the SACs (n=46) found in Germany, Hong Kong, Switzerland, Spain and New Zealand do not implement any form of assessment and those who do use alternative forms of assessments such as portfolios, learner diaries, and collaborative assessment. Still, the study also revealed that the SACs that give assessment has found SALL assessment challenging. It was felt that the assessments were resisted by students, time-consuming, lack systematization and reliability and required self- and collaborative assessment skills in the part of the learner (Morrison, 2005; Reinders & Lazarro, 2008). Other problems that SACs face are on the lack of financial support from their host institution and the lack of training for their staff (Reinders & Lazarro, 2008).

Recent studies on students' opinions of and needs for a Self-Access Centre and the effectiveness of learning through self-access in two different universities in Bangkok revealed that though students have positive attitudes towards autonomous learning, they have very low understanding of such concept and do not know what to do with the freedom gained from autonomy (Sappapanth 2010, Wiriyakarun 2002). This argument was supported by Nunan's claims in 1995 (cited in Benson & Voller 1997) that though learners know what their objectives are in learning another language, most of them do not have the necessary knowledge and skills to know what and how to learn the language.

Kongchan (2002), Paladesh (2002) and Wiriyakarun (2002) also expounded that in the SALC context where teachers act as tutors; teachers get lost in the system themselves because they lack experience and training, so their responsibilities are limited to only correcting students' grammatical mistakes and failing to give effective consultations.

As stated in the introduction, questions on validity, relevance or effectiveness of learner autonomy in particular national or ethnic (such as Japanese and Arab cultures) have been raised by educators (Palfreyman & Smith 2005). Thus, the goals of SACs to promote learner autonomy and the measures taken to achieve them in an Asian context have become an issue to educators and researchers.

Though Candlin (1997) informs that autonomy is an absolute goal and can be adapted in local cultures, Brookfield (1986) and Sinclair (2006) warn that the cultural, social, political and educational context which autonomy is located should be interpreted with caution when constructing approaches to autonomy. Jones in 1995 (cited in Benson 2001) confesses that one would be guilty of cultural insensitivity if autonomy is to become one's educational objective in the context of Cambodia. Chandler (2000) adds that in the Cambodian culture, the teachers are perceived as parents, so the students are expected to act as children and are obliged to accept and obey. This is reiterated in Palfreyman & Smith's (2005) statement that Asian learners have been trained at an early age to conform and respect authority and this has influenced their learning styles and preferences as adults and thus rejects learner autonomy.

These seemingly stereotypical characteristics of Asian learners are magnified when these students go overseas to further their studies. A research in Australia studied the challenges of learning English of three Vietnamese, three Thai and three Indonesian learners in one of the largest tertiary level institutions in Melbourne (Nguyen 2011). While the study stated the students' problems in learning the language such as pronunciation, speaking and plagiarism in writing, the research also exposed that these learners are perceived by their teachers as passive, quiet, learn by rote and lack critical thinking skills.

Biggs (2003) stresses the above mentioned difficulties of lecturers from Western universities in teaching Asian students and also clarifies that these apparently problematic groups of students come from a different background than the teachers' (those who do not come from Anglo-Celtic background, such as African, Middle Eastern or Far-Eastern countries). He adds that these students focus on the method of assessment, have difficulty adjusting to local conditions, have the tendency to stick together and not mix with the locals and they tend to look on lecturers as close to gods. Finally, he generalizes that the progressive western methods of teaching would not work with Asians.

These assumptions on Asian especially on Thai and Chinese learners were greatly refuted by Kirtikara (1997) and Pierson in 1996 (cited in Benson 2001) respectively. They claim that the establishment of western-style education in their countries ended the tradition of autonomous learning in their country. They also cited that scholars native to their respective countries were self-educated and that the traditional learning in their countries was autonomous.

While it is unclear what factors contributed to the disappearance of the tradition of autonomous learning in Thailand or China, researches, studies and news articles done in the past decade or so depict the state of education in Thailand. Reports are saturated with criticisms on the entire Thai education system.

2.5 Researches on English Language Teaching and Learning in Thailand

While researches around the world see problems in the establishment, running and assessment of SACs within organizations, researches in Thailand focus on English language teaching and learning both inside the classrooms and in the SACs. It could be observed that the sites of these published studies on SACs in Thailand are mostly done in its capital, Bangkok. Issues on teacher competence, learner dependence and lack of appropriate materials are the common themes in different researches done across the country.

In 2010, an international student assessment program which assesses 15-year-old students in Reading, Mathematics and Science, found that Thai students' score in Mathematics, Science and Reading fall statistically below average. Of the 65 participating countries and economies, Thailand ranked 50 (OECD 2010). Thai news articles also supported earlier claims on the problems Western teachers have when teaching Asians. Reports that important skills such as research and critical thinking are often neglected in schools (Graham 2010, Tangkitvanich 2013).

Researches in the country also mirror the destitution of the English language teaching and learning atmosphere in the country. A small-scale research done by an international organization in a province in Thailand in 2005 does not reveal issues with the learners, but contest that the teachers themselves are part of the problem. The study revealed that teachers who teach English have "a cursory knowledge of the language and most have difficulties with pronunciation" (Worthington 2009). She adds that the Thai teachers' and students' desire to write every word perfectly as the key problem as far as writing is concerned. Also, the widespread problems not only on the lack of recently-produced but mainly of teaching materials as a whole were also underscored. More so, she reports that Thai teachers felt that emphasis should be given to teaching and learning strategies which are geared towards the successful completion of required tests.

Chamcharatsi (2010) confirms that English classes a decade ago were delivered in Thai and the focus was writing the correct form of sentences. She narrates that

exercises typically composed of twenty to thirty writing exercises and copying them from their workbooks to their notebooks were strictly mandated by teachers. Similarly, Kongchan (2002) also illustrates that the students at the university level would prefer using their grammar books which were published in Thai in order to save time in finishing tasks.

There are other researches in Thailand that have shown radical changes to benefit their learners as far as SACs are concerned. Paladesh (2002) relate the undertakings made at the SALC to generate teacher-made and student-made materials and facilitate group discussions and tutorials. Kongchan (2008) boasts the seemingly perfect establishment and running of a SAC in Bangkok thanks to the input of proponents and agents of good SAC management such as Susan Sheerin and Hayo Reinders who were invited to assess the centre in 2002 and 2005 .

On a bigger scale, Thailand has made efforts to improve its education system and the most recent of these is the introduction of the English Program in the Thai education system. It offers at least four core subjects taught in English and at least 15 hours per week is allotted for these English-medium classes (Keyuravong in 2008 cited in Bax 2010). However, problems arising from teacher recruitment seem to be one of the major concerns and other issues include lack of statistical data to evaluate the programme and inappropriateness of materials used in the programme. Bax (2010) observed that many of the teachers recruited from overseas had little or no professional training as teachers while the Thai teachers are not seen to be keen or confident in teaching content subjects through English. These researches and reports do not only include suggestions on giving systematic teacher training (Bax 2010, Graham 2010, Toh 2003), but also subjecting them to regular assessments (Tangkitvanich 2013).

2.6 Learner Interdependence in the SAC context

While debates on whether autonomy is appropriate to particular cultures or not, another school of thought takes advantage of what some attributes cultures have in order to benefit its learners. Some writers believe that where cultures encourage helping one another, learner interdependence could be promoted. It is defined as the ability of learners to work together for mutual benefit, and to take shared responsibility for their learning (Boud in 1981 cited in Palfreyman & Smith 2005, Brookfield 1986). This is now stressed by some writers and is now seen as a more developed stage of learner autonomy (Boud in 1981 cited in Palfreyman & Smith 2005).

Moreover, writers have also included the Social Development Theory of Vygotsky as an inevitable link in second language acquisition. Lantolf & Thorne (2006) express that the use and development of language came from culturally constructed meanings (from human relationships and objects) and these lead to organisation and control of human's mental functioning.

However, since learner interdependence is believed to compromise autonomy, its application and effectiveness within the SAC realm remains to be unclear in the literature. It should be acknowledged that the papers presented earlier by Kongchan (2008) and Paladesh (2002) attempt to promote interdependence in the Thai SAC context, but the literature on the multiple perspectives of autonomy in education in different cultures make the interpretation of learner interdependence in the context of English language learning in SACs either more flexible or puzzling.

2.7 Importance of writing and pronunciation among Thai learners and teachers

It could be perceived in the above-mentioned researches that writing is the skill learners and teachers in Thailand give most importance to. This could be because it is believed that the ability to produce grammatically sound words and structures (grammatical competence) is seen to be a paramount component in communicative competence or the learner's general ability to use language accurately, appropriately and flexibly (Yule 2006).

However, it could be argued that writing is still, by and large, held to be the most difficult thing to do of all the skills. Nunan reasons that:

“In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master. For second language learners the challenges are enormous, particularly for those who go on to a university and study in a language that is not their own (Nunan 1999, p. 271).”

Thais' predisposition towards the importance of writing could also be attributed to the experiences they had in learning their first language and this in return, is carried through in the learning and acquisition of their second language.

English and Thai languages are compared in the following section.

2.8 English-Thai Contrastive Analysis

Thai is a very complex language. Though Thai script is written from left to right just like in English, Thai is written in a continuous script. Another distinct characteristic of Thai language lies within its alphabet; it has very little resemblance to the English alphabet. It contains 44 consonants (which is divided into 3 classes; low, middle and high) and 32 vowels (Sermongswad et al 2006). While there are already many letters to learn, the language has also been made complicated by the four tone marks (flat, rising, falling, high and low) that dictate the meaning of each word pronounced in Thai.

The rules of writing and its many exceptions make writing in Thai language a difficult task. Many of the consonants in the Thai alphabet have the same sound. For instance, the characters ส, ศ, and ษ all produce the sound /s/ as in the word sand and the characters ห and ฮ are both pronounced as /h/ as in the word house. But in writing in Thai, many rules need to be considered before a word is produced. For instance, the character ฌ is usually used with words that are borrowed from a foreign language. For example, Homepro, a name of a home furnishings company in Thailand, could be written with a ฌ and not with a ห. The vowels in the Thai language are similarly confusing because they could be written before, after, above and below the consonants, but would usually be pronounced after the consonant. An example would be the consonant ฎ which is pronounced as /o/ in the word door is placed before the consonant and appears to be written taller than the other Thai characters.

Another complexity of the Thai language is its bewildering rules in pronunciation. As in some languages, some the letters of the Thai alphabet are not pronounced when read such as the letter ห when it comes before another consonant. However, a letter could be pronounced as /n/ even though the letter that represents it is produced a different sound. For instance, the Thai word for food is อาหาร which is pronounced as /æhæn/. Notice that when this word is written in Thai, the first letter is silent and the final letter which is usually pronounced as /r/ is pronounced as /n/ in this word (Haas 1980). Other Thai letters that change sounds are ป and บ for /p/ and /b/. These many complexities in the Thai Language could have contributed to the learners be very particular when they write and speak in English.

This confusing and chaotic relationship between Thai pronunciation and spelling has made learners even those who have mastered vocabulary and grammar frustrated (Hewings 2004). Meanwhile, Swan and Smith (2001) observe that Thais generally speak English with a “Thai” accent because they try to fit every English word in the Thai phonological system. Unfortunately, Swan and Smith

expound that this system is reinforced by Thai teachers and English-Thai dictionaries.

While it is now generally acceptable to have an English pronunciation which has unobtrusive features of a non-English accent, students still feel that the native-speaker pronunciation is necessary (Hewings 2004). Authors still reiterate, however, the importance of listening skills in improving pronunciation (Clarey & Dixon 1963, Taylor 1993). In the teaching context, Clarey and Dixon (1963) believe that teaching English pronunciation is simple in such that teaching involves merely the drilling of students, but Kelly (2000) perceives pronunciation as a neglected area in teaching. Anecdotally, this is where help from a SAC tutor for pronunciation could be helpful for learners.

The researcher has found that literature relating to SAC in Thailand difficult to access and/or not available in reliable international databases such as EBSCO or refereed journals. Similarly, there have been a few dissertations and theses on this particular SALC (one done six years ago to another dissertation that dates almost two decades ago), but none of them are published. These researches focus on the different issues on the lack of appropriate materials and teachers' help at the SALC.

The following section summarizes the research design. Firstly, assumptions and hypotheses on the research made by the researcher are put forward. Secondly the research methodology is described. Thirdly, the participants in this research are described. Fourthly, the instruments and procedures used in this research are outlined.

3. The Study

3.1 Research Expectations and Assumptions

It is hypothesized that the centre's users already enjoy many of the SALCs offerings and this contribute to its strengths as a SALC; the centre's capacity to accommodate big numbers of users to meet, study and work, the centre's accessibility as the centre is housed in its host department's building and the centre's current offerings such as pronunciation and writing help and computer software availability. However, it is also hypothesized that the research will also expose numerous issues related to the quality and suitability of materials physically available in the centre, the unavailability of online materials and the insufficiency and unsuitability of time given by the tutors for help. Therefore, it is hypothesized that all of these interlacing issues occur because of the centre's inability to address the needs of its users.

The researcher expects issues on non-responses as Denscombe (2003) warns researchers of the factors relating to the nature of the respondents, the subject of the research and the interviewer appearance affecting the subjects' willingness to participate in the research. Firstly, the research was conducted during the last two teaching weeks at the university and the subjects may not have the time to answer the questionnaires or be interviewed. It was expected that the subjects had assignments, projects, grades and reports to submit around this season and might not be inclined to be involved in the research. Secondly, though the researcher does not find the subject of this research a taboo or particularly sensitive, the respondents, especially the students, might be hesitant to give detailed information about their perceptions and experiences at the SALC because of the Thais' value of face; they would not want anyone to feel embarrassed (Swan & Smith 2001). Ukosakul's research, edited by Lakoff and Ide (2005), on the significance of politeness and face in social interactions reveals that the Thais' status-conscious culture forces the Thai people to maintain politeness by protecting one another's face. She expresses that politeness in Thai involves indirectness, avoidance of confrontation and suppression of negative emotions. Though research by Watkins

and Biggs in 1996 (cited in Palfreyman & Smith 2005) on some modern 'vernacular' cultures not resembling the stereotypes of particular groups and another by Kongchan (2002) on Thai students being more out-spoken about their negative opinions, the researcher would still anticipate problems related to the importance 'face' all throughout the research. Thirdly, the subjects may be less likely to respond to the researcher's requests to help with the research because of the researcher's appearance herself. The subjects might feel uncomfortable or threatened by the researcher's presence because she did not teach or work in the university where the study was conducted. More so, Denscombe (2003) warns that interviewer effect might be observed as the researcher would interact with people who are either younger or older than she is, the respondents belong to an ethnic origin different to that of the researcher and that the difference between the researcher's and the respondents' social status, educational qualification and professional expertise might affect the interviewer-interviewee relationship in some ways.

These interweaving factors could hamper the research from getting valuable information from the respondents, so the researcher addressed these issues in various ways. Primarily, though the researcher gave the questionnaire to randomised users of the SALC at that particular period, the researcher informed the subjects that if they wish not to be included in the research they have the liberty to do so, as stated in the consent form attached with the questionnaire. Also, the researcher assured the participants that their identity would not be divulged and their responses would not be shared with a third party without their permission. Finally, since there is a limit to what the researcher could do about the different factors that could lead to interviewer effect (gender, ethnicity, educational background, or occupational status), the researcher tried to lessen the impact the researcher could make on the outcome of the research as suggested by Denscombe (2003). She made efforts to be polite and punctual, remained neutral and non-committal on the statements made by the interviewees and dressed in conventional clothes to avoid being misunderstood as a threat or unpleasant by the potential respondents.

The researcher expects not only huge amounts qualitative but also quantitative data arising from the qualitative data that would be gathered from the questionnaires and the interviews both from the students and the tutors. These multifarious and interlacing opinions and perceptions from the different users of the SALC would be gathered, analysed and compared carefully by the researcher.

The following section identifies the approaches and methods used in this research, gives some background information about the strategy and discusses why this is the appropriate strategy for this study.

3.2 Research Strategy and Methodology

This research investigates qualitative data gathered throughout the research. As mentioned earlier, quantitative data arising from the qualitative data were also analysed. The approaches and methods used in this research are described and the reasons for this choice are explained in the following paragraphs.

A mixed-methods approach was used to explore the different perceptions of students and tutors towards the use of a SALC. A survey strategy was used in this research because of its many distinctive attributes which are appropriate for this research. Mainly, by studying a sample of a population, surveys provide wide and inclusive coverage of trends, attitudes or opinions of a population at a specific point in time (Cresswell 2009, Denscombe 2003). In addition, survey researches emphasize the production of data based on real-world observations (Denscombe 2003) and in the case of the SALC understudy, the perceptions of its actual users were examined.

The survey strategy is used to answer research questions 1 and 3 (students' language needs, study support needs and recommendations to the effective running of the SALC).

The researcher sought the help of the translation company to translate the student consent form and the student questionnaire. This was done to ensure that the students understand what they are engaging in and what the questionnaire items are about. The questionnaire was also piloted and redrafted so the misunderstandings on the questionnaire were eliminated or clarified. The data derived from the questionnaires were analysed using descriptive statistical methods. Frequencies and percentages for all the items of the questionnaires were obtained.

An in-depth semi-structured follow-up interview from randomly selected participants was also used apart from questionnaires. Interviews were particularly chosen to get follow-up information from the participants mainly because the many advantages in the usage of this method as presented by Denscombe (2003). Firstly, in-depth information could be easily gathered, insights from the

interviewees could be gained, few equipment is needed in conducting one, and the validity of data obtained could be directly checked for accuracy and relevance.

Interviews were used to address research question 2 which asks about the SAC users' experiences regarding the use of materials, facilities and services at the centre. Though valuable information was gathered from the questionnaires, the interviews allowed the participants to give additional personalized answers to the questions. For example, the participants were able to express their feelings, grievances and satisfaction with the materials and services at centre, items which are not specifically asked for in the questionnaire.

The disadvantages of using this method are also known by the researcher. For example, the analysis of data could be time consuming and could produce non-standard responses. The researcher allotted generous amount of time in the transcription of the interviews in order to assure that the interviews are transcribed accurately. Also, there are concerns about invasion of privacy. The researcher addressed these issues by giving the interviewee the right to choose the site of the interview as this could help the researcher in making the respondent be comfortable during the interview. The researcher again informed the respondents that they have the right to withdraw from the research at any time they wish.

These interviews were audiotaped and transcribed. An interview protocol was also observed and components include a heading (date, place interviewer, interviewee), instructions to the interviewer to follow, questions and probes for the questions to follow-up and asked the participants to explain their ideas in more detail and a final thank you statement (Creswell 2007, cited in Creswell 2009). The data from the semi-structured interviews were analysed qualitatively; data was collected and themes of perspectives were analysed and reported. Finally, procedures of data reduction and coding were conducted; the material was organized into chunks or text (reports that at unexpected, expected, surprising, etc.) before bringing meaning to information (Rosnan & Rallis 1998 cited in Creswell 2009).

Researches on Self-Access Centres and Self-Access Learning similar to this current research have also used this approach and methods of inquiry. For instance, the research where this research was built upon (Choi 2012) used questionnaires and interviews to find out students' and teachers' perspectives towards Self-Access Learning. Also, as mentioned earlier, a research on university students' opinions and needs for Self-Access Centre in Bangkok (Sappapanth 2010) also used this strategy and methods to obtain data from the subjects.

In delivering the findings, the researcher employed the use of rich, thick description. A few authors agree in the use of this procedure to ensure the validity and accuracy of the findings. Geertz (1973) trusts that one must try to resist subjectivism and make sure that the theoretical formulations and descriptive interpretations were closely tied, while Creswell (2009) stresses the importance of providing multiples perspectives about a theme which results to a more realistic and richer finding.

A relevant, complete, up-to-date and precise list of those that comprise the population for the research is defined as a sampling frame (Denscombe 2003). In the case of this research, the list of students who study at the Humanities Department could be conveniently obtained from the university registrar's website anytime, anywhere and by anyone.

Though it is a recognised fact that it is not possible for a researcher to collect data from everyone in the category being researched, Denscombe (2003) warns that to be confident that the findings from a chosen sample are similar to those found among the rest of the group under study; careful selection of the sample should then be employed. Thus, it was decided that only those who use the SALC during the last two weeks of the second semester in the Academic Year 2012-2013 would be included in the research. Consequently, a non-probability purposive sample is employed by the researcher. The reasons for using this sampling technique are outlined below.

Primarily, the researcher did not have sufficient information about the exact number of students who make up the population. Though it could be argued that the SALC could be virtually accessed by the 2,123 students in the Humanities Department in the second semester of the Academic Year 2012-2013, the actual number of students who went to the SALC during this period was unknown to the researcher. Also, the researcher deliberately chose only the students who came to the SALC at this particular time because this group of the population would most likely to produce the most valuable data needed in the research.

These data were then analysed in order to identify the students' needs in the centre. The experiences of the users would also be taken into account. In the end, recommendations to the effective running of the SALC would be given.

Ethical considerations are summarised in the following section.

3.3 Research Ethics

The researcher identifies the information about the researcher herself, the site and the ethical issues that might arise and shape the interpretations of this study.

3.3.1 Researcher's background

The researcher's teaching experiences include teaching English as a Second Language (ESL) to children and adults inside and outside Thailand. During the last two years of her stay overseas, the researcher also worked as a Learning Support Officer in a self-access centre in the college where she taught in. When the researcher found this SALC in a university in Thailand last year, the researcher found it particularly similar to the SALC she used to work in. The researcher had also been studying Thai for a year when this study was done. Thus, the researcher finds the study of this SALC in this context of great interest and hopes that this research would contribute to the existing literature of SACs in Thailand.

3.3.2. Connections between the researcher and the participants and on the research site

The researcher was not employed by any tertiary institution in Thailand when the current study was conducted. On the one hand, this posed a few inconveniences for the researcher. For instance, the researcher faced difficulty getting permission from the university's gatekeepers or individuals who allow the research to be done and the site be accessed (Cresswell 2009). On the other hand, this gave the research the confidence of being done objectively and free from bias unlike in a "backyard" research where the researcher studies organizations, friends or work settings he/she is directly connected with (Glesne & Peshkin cited in Cresswell, 2009). Thus, this research could assure unbiased, complete and uncompromised presentation of outcomes as the researcher is not influenced by any prejudices or worries.

3.3.3. Steps taken to get permission to conduct research

Care has been taken in order for this research to adhere to the 2004 Revised Ethical Guidelines for Educational Research by the British Educational Research Association. Before the commencement of data gathering procedures such as giving out of questionnaires and interviewing subjects, permission from the institution's management had been obtained and a copy of the university's ethics form was also given. The institution's management include the Dean of the Humanities Department and the SALC director. People directly involved in the research were informed about the research aims, methodology, time frame, and manner of distribution of results for their own information (Bell, 2005).

The researcher also made sure that all the participants understand what they were participating in by requesting the subjects to sign a consent form stating the nature of data that would be collected in the research and would also state their voluntary participation in the research. The consent form for the students was written in Thai in order to avoid confusion or misunderstanding. They were also assured that all throughout the research, the anonymity of the subjects and confidentiality of the information obtained from the study would only be used for the sake of the

research and information would not be directly disclosed to a third party (Sarantakos 1998 cited in Creswell, 2009; Dawson, 2009). Their names would never be mentioned all throughout the research. Numbers would be used instead.

The participants were also informed that they have the liberty not be included in the research and should they decide to be pulled out from the study; they have the liberty to do so (Revised Ethical Guidelines for Educational Research 2004, Cresswell 2009). This information would also be included in the consent form.

Finally, to ensure that safe and appropriate storage and handling of data, the questionnaires and interviews were administered and conducted by the researcher herself. All questionnaire responses, notes, and records have been kept securely in a computer which is protected by a password only known to the researcher.

The nature of the subjects is described in the next section.

3.4 Participants

The subsections below describe the site where the research was done and the participants' background.

3.4.1 The University

The data collected for this research came from a university's Self-Access Centre, also known as the Self-Access Learning Centre (SALC), located in the northern part of Thailand.

The university's academic year is divided into three semesters; two 18-week semesters and an eight-week summer session. The first semester, like in most universities in south-east Asia, starts in June and ends in the middle of October while the second semester is from November until the middle of March. Summer sessions at the university start in the middle of March and ends before the new academic year in June.

As mentioned earlier, the university is one of the biggest universities in Northern Thailand in terms of population. According to the university registrar's records, the entire university had a population of 27,357 undergraduate students in the

Academic year 2012-2013. Students come from small villages or towns within the seventeen provinces (such as Chiang Rai, Tak, Phrae and Nan) that make up the north of Thailand.

Though there are various ways a student could join the university, it has set rigorous criteria for admissions in its undergraduate programs. While students who excel in sports or Engineering could gain direct admission to the university, the majority of its prospective students must not only have excellent high school cumulative grade point average but also must pass a battery of exams that include a national education test called the Ordinary National Educational Test (O-NET), the General Attitude Test (GAT) and the Professional Attitude Test (PAT). Other students could join the university if they pass the regional entrance examination called the Northern Quota Entrance Examination. These exams test the students' knowledge in Science, Mathematics, Social Science, Thai and English languages. It should be noted that the scores obtained from standardized English language examinations such as IELTS or TOEFL are not necessary to gain admission in any of the faculties in the university.

3.4.2. The SALC and its users

The SALC is hosted by the university's Humanities Department. This department has quite a few buildings in the campus and in one of these buildings, the SALC occupies two rooms. One of the rooms, where five computers, books, magazines, board games CDs and other materials are found, is dedicated for tutorials, group study, the SALC office and storage. This room is also known as the Resource Room. Aside from Microsoft Office software, the computers in this room are equipped with a free program that allows the students to identify how well they do in the different English skills such as listening and reading. This program is called Language Skills Diagnostic Tool. Another computer is used as a dedicated computer for the users' log-in and log-out.

The SALC's other room has 38 computers equipped with Microsoft Office software and an audio-visual area complete with VCD players, DVDs, CDs headphones and chairs. This room is called the IT Corner. This room is popular

to students who write their reports, prepare their presentations and browse the internet. These two separate areas could be used by the students with their teachers or by the students themselves. Each room could easily house fifty students at any given time.

The SALC has three permanent personnel- the SALC director, the general manager and a technician. The general manager deals with one of the rooms that has books, CDs, DVDs and other materials, while the technician is responsible for the upkeep of the computers and the IT Corner. Apart from administrative duties, the general manager also has teaching duties in the English division. Similarly, the technician is also responsible for the maintenance of three English Laboratories located on the same floor where the SALC is found.

There are ten instructors from the English division who act as tutors at the SALC and whom students get face-to-face pronunciation and writing help from. These tutors volunteered to provide the tutorial services at the SALC while teaching other English courses in the graduate and undergraduate levels. The tutors' teaching experiences range from one to more than 30 years.

Out of the ten instructors, one instructor specifically offered help with pronunciation and the remaining nine tutors gave help with the other skill. According to the centre's documents, during the second semester in a week's time, half the number of tutors spent three working hours at the centre, four stayed at the centre for one and half hours and one tutor stayed for one hour and forty-five minutes a week. Access to the tutors by the students is possible by either making an appointment with the tutors or by simply walking in at the SALC.

The Humanities Department, the department that the SALC solely caters to had a total population of 2,123 enrollees in the second semester of the Academic Year 2012-2013. The students in this department major in different languages such as German, French, and Japanese and in special fields such as Tourism and Hospitality and Home and Community.

3.5 Instruments and Procedure

Data were collected from the subjects using two instruments; a questionnaire and a follow-up face-to-face, semi-structured interview with randomly selected students and tutors to allow thorough investigation of relevant issues emerging from the questionnaire.

The questionnaire contains 90 items for the students (see Appendix 1) and 76 items for the tutors (see Appendix 2). The questionnaire mainly collected three types of data: 1) users' perceptions about studying at the centre; 2) descriptive data about the users' experiences when using the SALC facilities, materials and other SALC provisions; 3) students' language needs. The majority of these items are Likert-like based on a scale from "not at all useful" to "very useful" (other scales include "least important" to "more important" and "never" to "always"). Some of the items are open-ended questions that asked for the subjects' suggestions and/or recommendations about the SALC's materials, services and facilities. Other questions asked for factual information such as gender, major for students and courses taught and number of teaching years for the tutors. Though the students' and tutors' questionnaires are somewhat similar, additional questions in the students' questionnaire relates to the activities they do at the centre and the length of their stay in the SALC.

The interviews were done to seek and expand on the findings found in the questionnaires. The interviews were arranged in a vacant laboratory situated right next to the SALC at a time convenient both to the researcher and the interviewees. Otherwise, the interviewees chose place of the interview. Prior to this, the researcher had asked the interviewees if they would like the interviews be recorded or not. All information used in the analysis was obtained from the questionnaires and the interviews.

A series of steps were followed in the analysis of the data. Firstly, the information about the number of those who responded and who did not respond would be reported. Secondly, a descriptive statistics would be provided wherein answers to each questionnaire item would be looked at, while open-ended questions would be

discussed separately. Thirdly, results would be presented in tables or figures if need be. Finally, conclusions from the results for the research questions, hypotheses, and the larger meaning of the results would be drawn. Discussion of the implications of the results for practice or future researches would also be discussed.

4. Analysis of Data and Results

Of the thirty-six questionnaires that the researcher was able to give out to students during the data gathering period, twenty individuals answered the questionnaire completely. Of the twenty respondents 6 were male and 14 were female.

The tutors' questionnaires were distributed during the time when the tutors were scheduled to stay in the centre for writing or pronunciation consultation. The researcher was able to meet 4 out of the 10 tutors using this scheme. Out of these 4 tutors, three immediately answered and returned the questionnaires and agreed to be interviewed at a later time. One of these tutors said he/she would give himself/herself some time to answer the questionnaire and would later inform the researcher when he/she has finished answering the questionnaire. Three other tutors were contacted by the researcher by personally meeting them at their offices in the university. The last three tutors were contacted through the university's internal mailing system; a letter stating what the research is about and a copy of the questionnaire were sent to their inboxes.

In the end, of the study population of 10 tutors, 6 returned and answered the questionnaire completely. Two other questionnaires were returned but were either not answered completely or was not answered at all and two questionnaires were not returned at all. The researcher decided to eliminate these four subjects and present the data collected from the 6 completed questionnaires only.

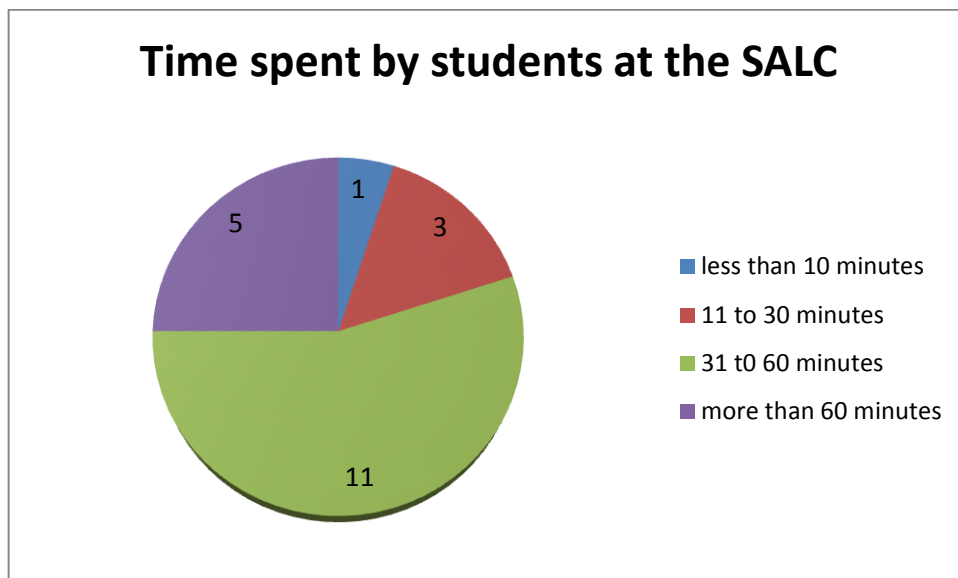
Descriptive statistics was used for the quantitative analysis of the findings obtained from the questionnaires, while answers to open-ended questions and interviews were included in qualitative analysis. The responses of the students and the tutors are discussed and compared in the preceding paragraphs.

4.1. Quantitative Analysis

4.1.1. Learners' Profile

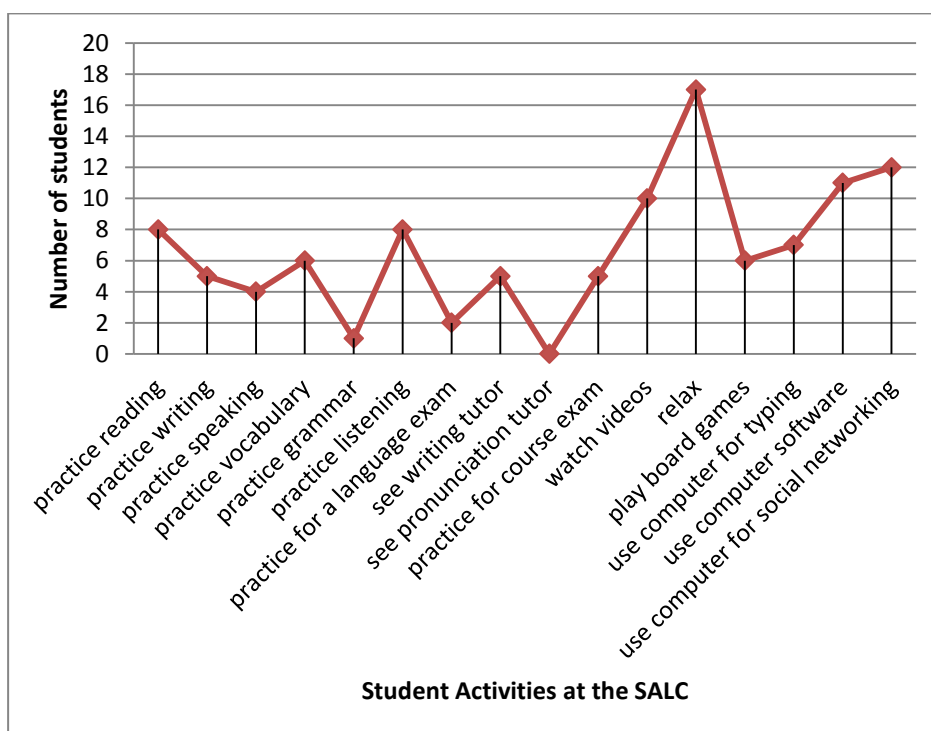
The pie chart below shows the breakdown of the different amounts of time spent by the students during each visit at the SALC last semester (Student Questionnaire Part B Number 2). It is apparent from this chart that more than half of the subjects spend around 30 minutes to an hour in the SALC, while a quarter of the participants said that they stay at the centre for more than an hour. Only one participant indicated that he/she stays at the centre for less than 10 minutes.

Pie Chart 1. Amount of time students spend at the centre



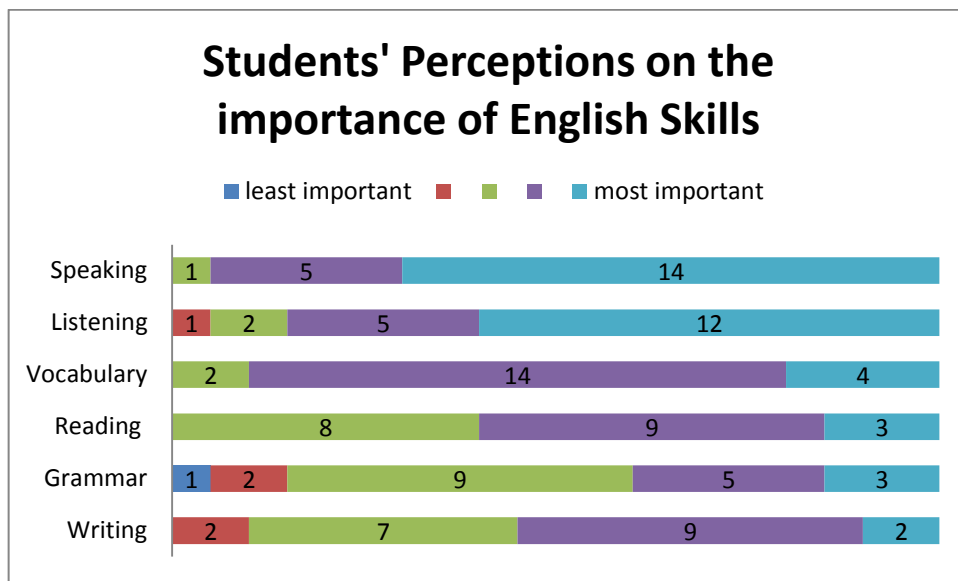
The question on students' experiences at the SALC revealed the different activities the students do at the SALC (Student Questionnaire Part B Number 1). Table 1 is quite revealing in several ways. First, it can be seen from the data in Table 8 that relaxing is the most popular activity at the centre. Second, none of the respondents say that they go to the SALC to see a pronunciation tutor. Third, activities that are academic in nature such as practicing reading and practicing for exams are not as popular as activities that involve the use of computers such as social networking (through Facebook, MySpace, etc.), using the different computer software and watching videos.

Table 1. What students do at the SALC



When the respondents' were asked about their perception on the importance of the different English skills (Student Questionnaire Part A question 2), the students believe that speaking is the most important skill (14), followed closely by listening (12) (Table 2). It could also be seen that Vocabulary (4), Reading (3), Grammar (3), and Writing (2) are not chosen major English skills as illustrated in the different skills in order of importance.

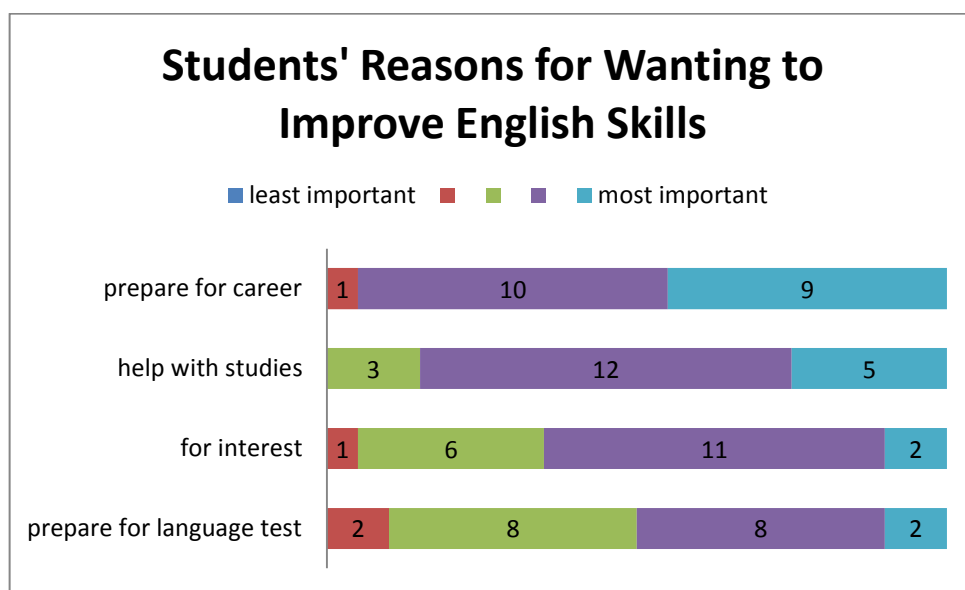
Table 2. How students perceptions on the importance of English skills



4.1.2. Reasons for Wanting to Improve English Skills

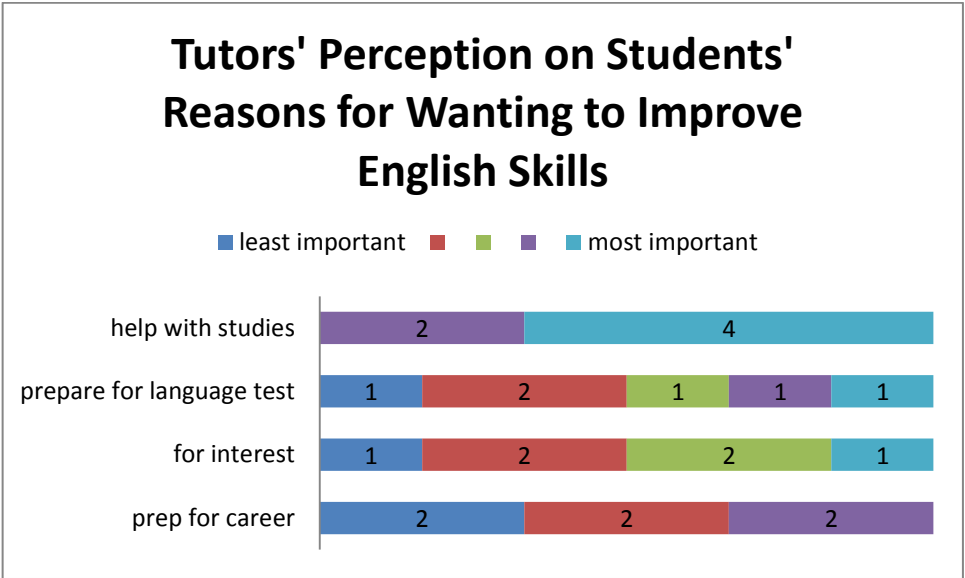
From Table 3 below, it can be seen that the students' main reason for wanting to improve their English skills is to prepare for career (9), followed by to help with studies (5), finally for interest (2) and to prepare for language test (2) (Student Questionnaire Part A number 3). Other responses to this question include answers from two students who said that another important reason for improving their English is to be able to study abroad.

Table 3. Reasons for Wanting to Improve their English Skills



The students’ main response to this question was negated by the tutors when they were asked about the students’ reasons for wanting to improve their English skills (Tutor Questionnaire Part A number 2). The tutors felt that the students’ main reason for improving their English skills is to help them with their studies or coursework. However, the tutors’ opinions on the importance of the other reasons mentioned on the questionnaire are varied as shown on Table 4 below.

Table 4. Tutors’ perception of students’ reasons wanting to improve English

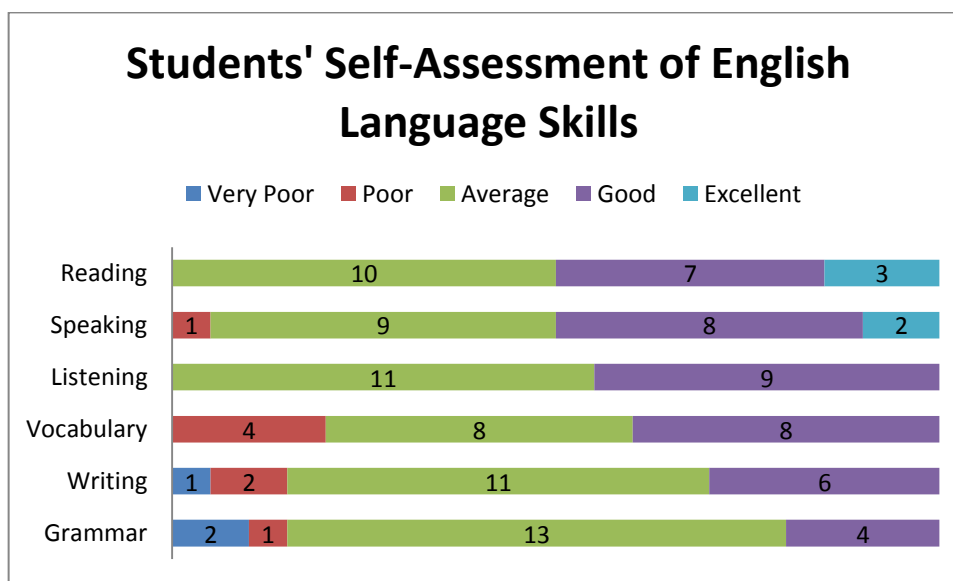


4.1.3 Assessment of English Language Skills

Table 5 on the next page shows the students' assessment of their own English language skills based on their responses to question 1 (Part A of Student Questionnaire). The students were asked to assess their performance in Listening, Writing, Reading, Speaking, Grammar and Vocabulary. It can be seen from the table that generally, students felt that their performance in all of these skills is average.

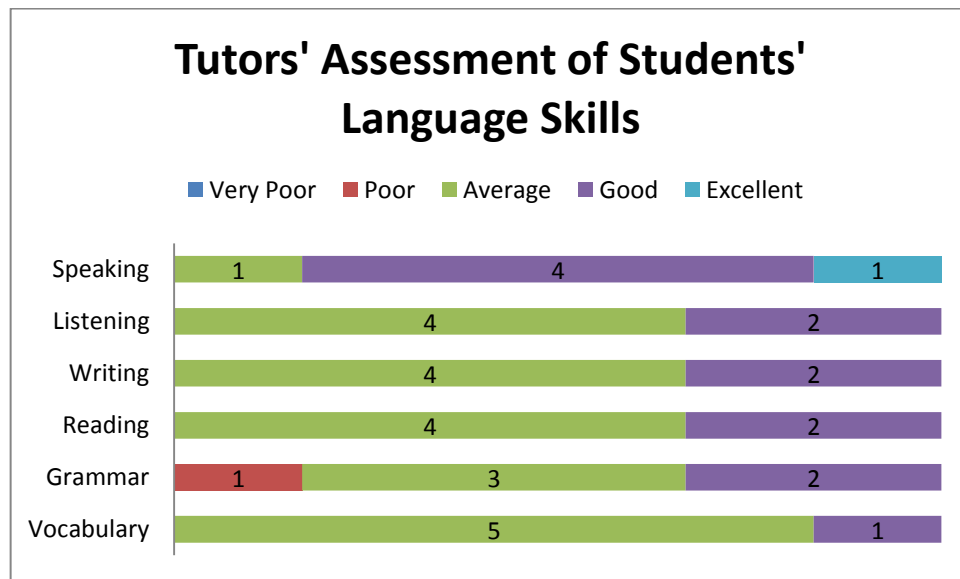
In the cases of speaking and reading, a few students even rated themselves as good or excellent. Meanwhile, a small number of students perceived themselves as doing poorly in Vocabulary (4), Writing (2), Grammar (1) and Speaking (1). Finally, two students felt they were doing very poorly in grammar and one student recognized that he/she was doing very poorly in writing.

Table 5. Students' Assessment of Their English Language Skills



Meanwhile, when the tutors were asked to rate the students' performance in the different language skills (Tutor Questionnaire Part A number 1), the tutors were in agreement with the students' self-assessment of the language skills as mostly average as illustrated in Table 6 below. They also felt that speaking is one of the students' strengths.

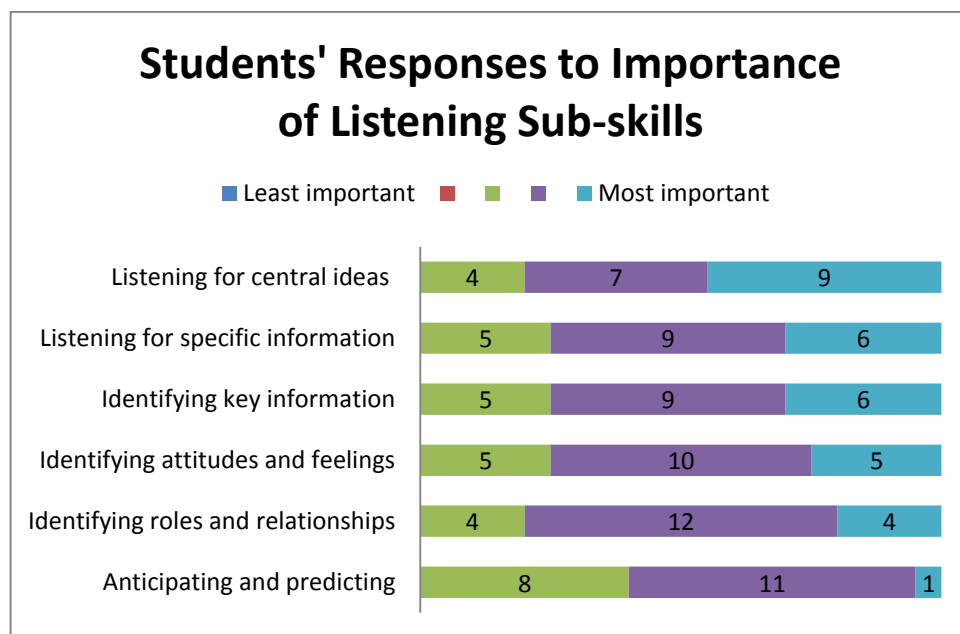
Table 6. Tutors' Assessment of Students' Language Skills



4.1.4. Perceptions on importance of Listening Sub-skills

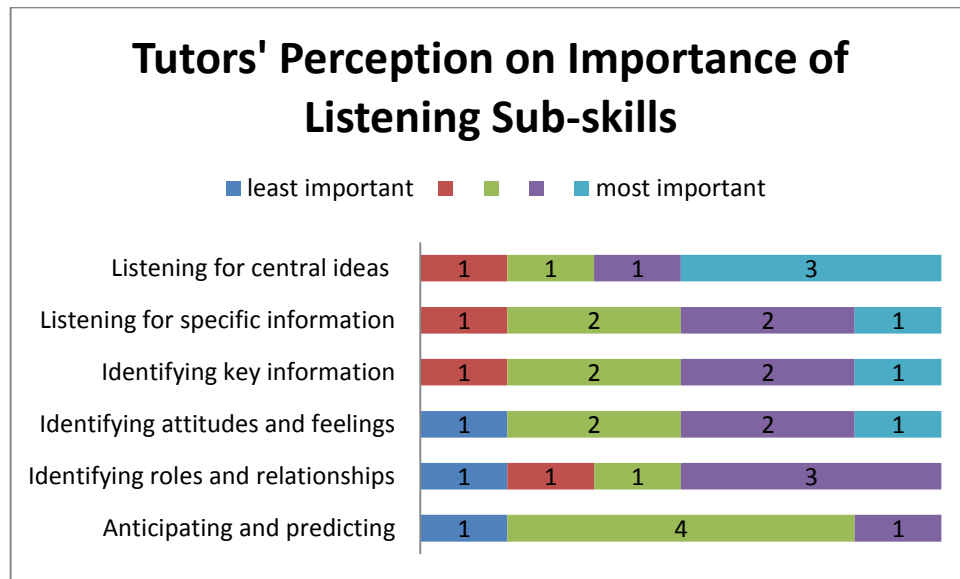
Question number 4 in Part A the student questionnaire asked the respondents to rate the importance of English sub-skills. Tables 7 to 14 present the different language sub-skills and how these are important to the students and the tutors. Among the listening sub-skills (Student Questionnaire Part A Number 4 Sub-item 1), the students found that listening for central ideas is the most important. All the other skills were seen to be of average importance. Table 7 shows the responses to the different listening sub-skills in the order of importance.

Table 7. Importance of Listening Sub skills to students



As the result of question 3 (Tutor Questionnaire Part A Sub-item 1) shows, listening for central idea was also chosen as the most important listening sub-skill by the tutors (Table 8). Similarly, the students and the tutors also seem to put average importance to the other sub-skills listed on the questionnaire.

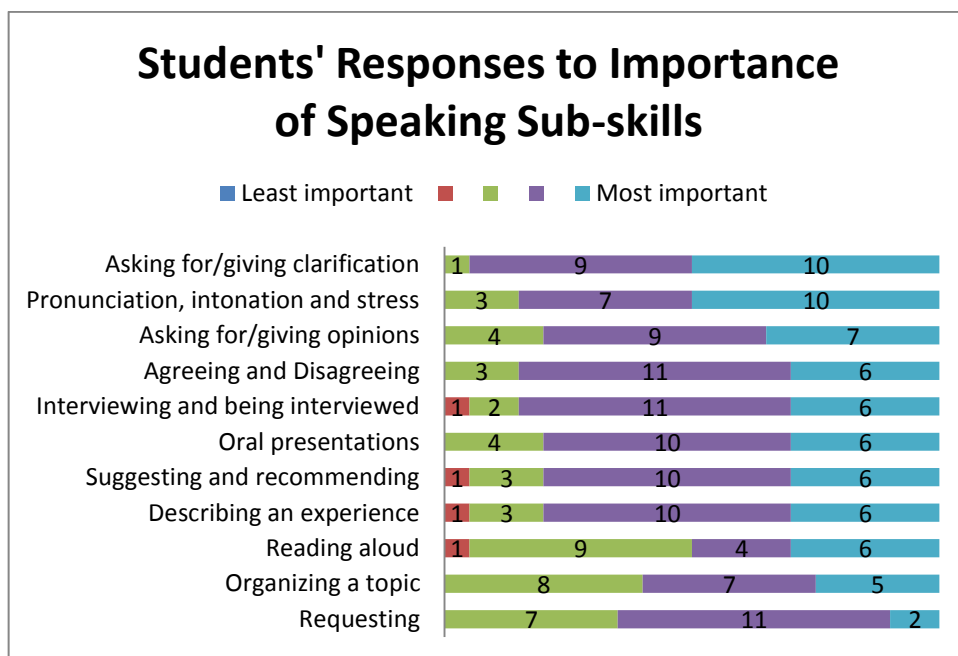
Table 8. Tutors' Perception on Importance of Listening Sub-skills



4.1.5. Perceptions on importance of Speaking Sub-skills

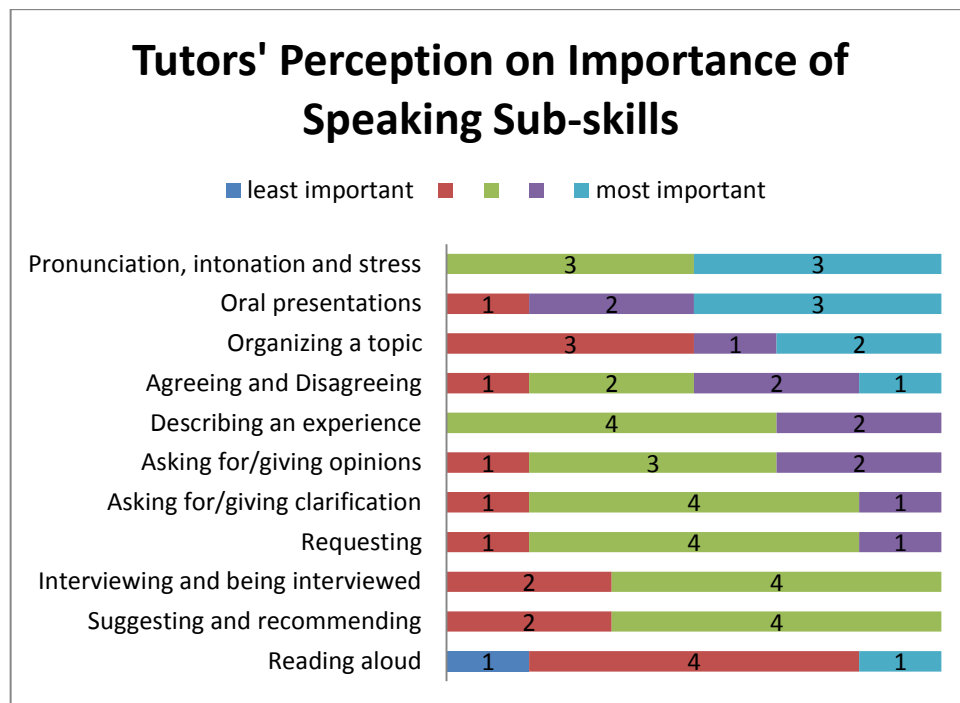
Tables 9 and 10 display the perceptions of the students and tutors on the importance of the different speaking sub-skills. Table 9 below shows that 10 of the 20 students viewed the sub-skills asking for and giving clarification and pronunciation, intonation and stress the most important speaking sub-skills (Student Questionnaire Part A Number 4 Sub-item 2). The other sub-skills such as asking for or giving opinions, agreeing or disagreeing, and interviewing or being interviewed were regarded with almost equal importance by the learners.

Table 9. Students' responses to importance of Speaking Sub-skills



It could be seen from Table 10 that the tutors, just like the students, also give the most importance to the sub-skill pronunciation, intonation and stress (Tutor questionnaire Part A Number 3 Sub-item 2), while the skill that the tutors find the least important is reading aloud. Interestingly, some of the tutors' responses to this question appear to be more flushed to left of the table; this indicates that some of the sub-skills were rated with lesser importance than the others. Examples of these sub-skills are interviewing and being interviewed and suggesting and recommending.

Table 10. Importance of Speaking Skills According to the Tutors



4.1.6. Perceptions on importance of Reading Sub-skills

According to the responses on the importance of Reading sub-skills (Student Questionnaire Part A Number 4 Sub-item 3 and Tutor Questionnaire Part A Number 3 Sub-item 3), identifying key information is the most important sub-skill for the students (Table 11) and the tutors (Table 12). Also, the respondents felt that the least important Reading sub-skill is predicting. Finally, it could be inferred from the tables that many of the responses for both the students and tutors are flushed to the right of the table; which indicates high importance to the sub-skills.

Table 11. Importance of reading sub skills to students

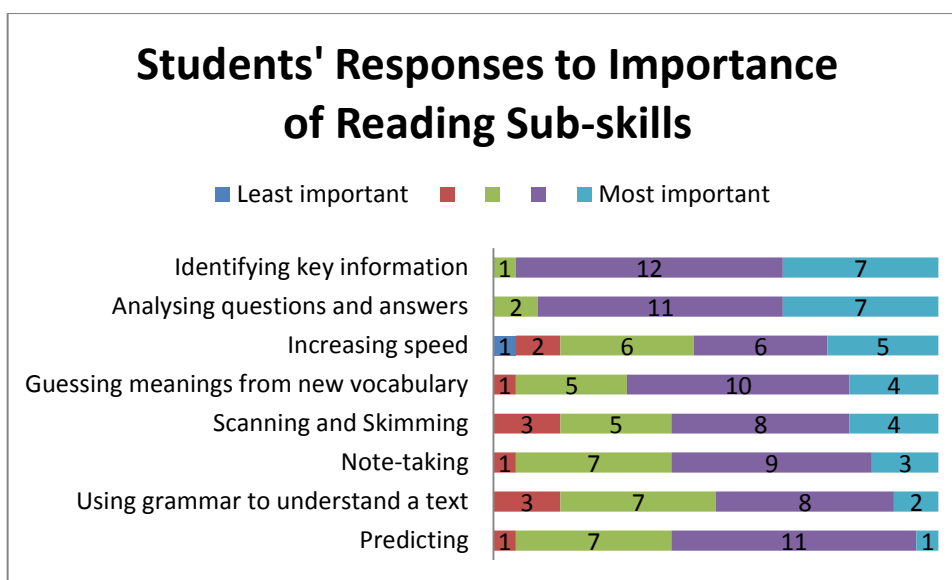
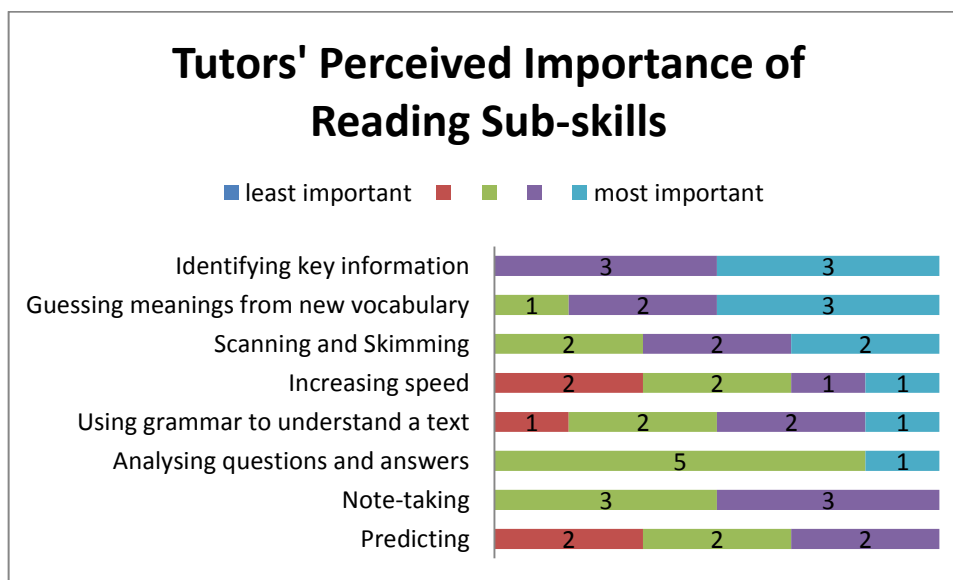


Table 12. Tutors' Perceived Importance of Reading Sub-skills



4.1.7. Perceptions on importance of Writing Sub-skills

Tables 13 and 14 on the next page show the perceptions of students and towards the importance of Writing Sub-skills (Student Questionnaire Part A Number 4 Sub-item 4 and Tutor Questionnaire Part A Number 3 Sub-item 4). Generally, it could be observed from the tables that both the students and the tutors regarded almost all of the sub-skills as very important as indicated by the majority of the responses found towards the most important scale.

The writing sub-skills giving reasons/explanations and organizing ideas are found to be among the most important to both students and tutors. Linking ideas topped the most important writing sub-skills perceived by the students. It is surprising to see that the tutors seem to value the sub-skill constructing sentences while this came as the least important to the students.

Table 13. Students' Responses to Importance of Writing Sub-skills

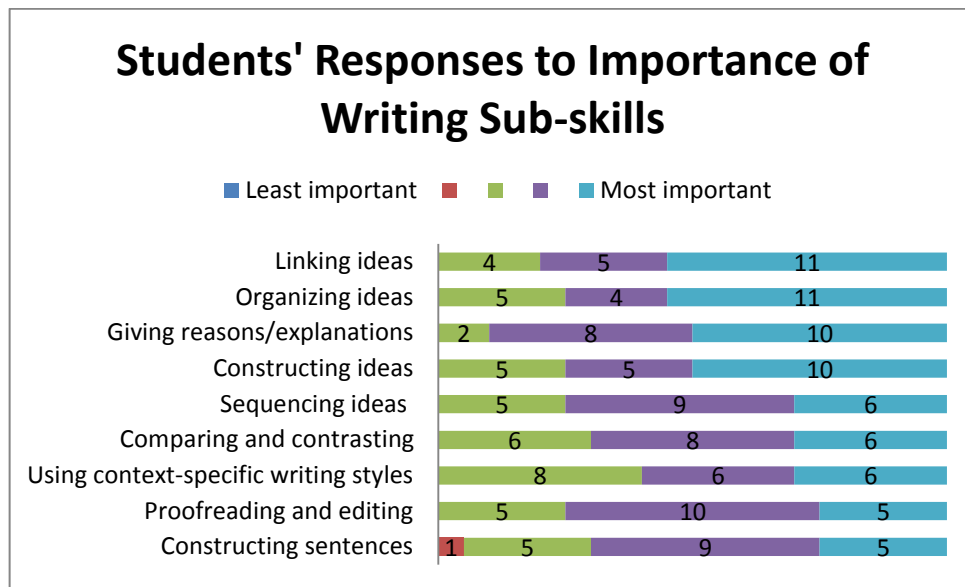
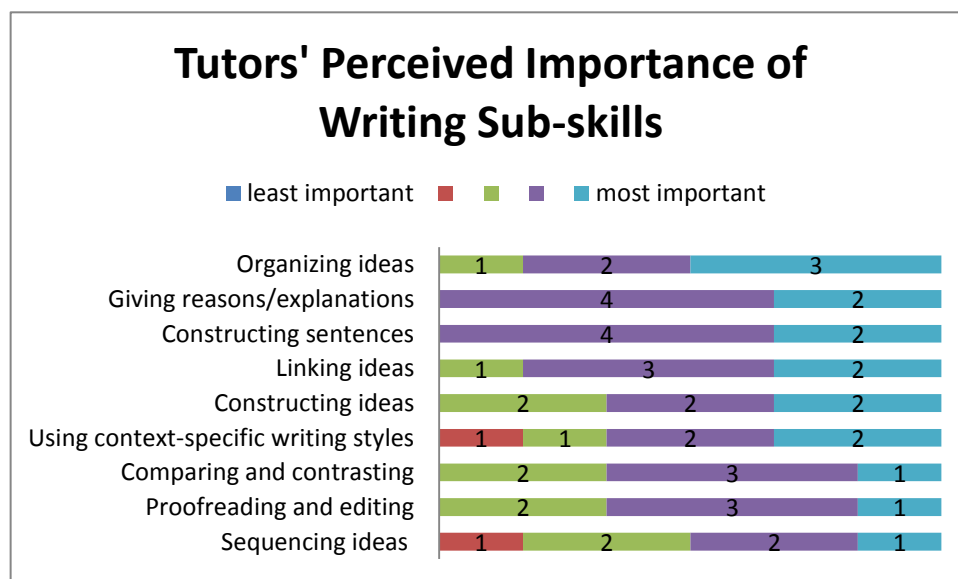


Table 14. Importance of Writing according to Tutors



4.1.8. Users' SALC Experiences

Part B of the questionnaire (Students' Number 3, Tutors' Number 1) asked about the different experiences of the subjects with the materials, services and facilities at the centre in general. It is apparent from Tables 15 and 16 that there is only a small number of participants who answered always in the items enumerated in the questionnaire.

As far as the materials at the centre are concerned, 25 out of 26 respondents claim that they use the materials at the SALC. When asked if the materials at the centre are easy to find both teacher and student responses are quite positive. None of the students and only one of the tutors said that it never it is easy to find the materials at the centre. Yet, only two students (Table 15) and none of the tutors say that they always use the materials at the centre (Table 16).

An insight about the respondents' independence can also be seen in the table. As shown in Table 15, the SALC is a popular place for students who work on their course work and those who work on things they decided to do themselves. However, the SAC is not the preference for the tutors as a place to go to with colleagues or when preparing their lessons (Table 16). Also, only one tutor always suggests that his/her students work at the SALC. Similarly, only one student said that he/she works at the SALC whenever his/her teacher asks him/her to work on something.

The students' and tutors' views about the space at the centre are quite opposing. The students believe that though there is not enough room for individuals, small groups and classes have always found room for themselves, while the tutors expressed that there is always space for individuals and small groups, but not always for classes.

The most concerning outcome of this questionnaire item is related to the availability of human help at the centre. For instance, while only 2 students said they do not use the tutorial service at the centre, only one student said a tutor was always available when he/she needed one and 5 out of the 20 respondents said a tutor was never available when they needed one. This issue is also evident in the

tutors' responses; none of the tutors admitted that there is always help available at the centre when the students need it.

This situation is quite similar to the students' experiences with getting help from a SALC staff; only 2 of the 26 respondents (1 student and 1 tutor) say that they always got helped by a SALC staff when they need it.

Finally, sixty-five percent of the students pointed out that they never went to the SALC with their teachers and that they usually went the SALC either by themselves or with their friends. This situation is also indicated in the tutors' responses. The collected data shows that only one tutor goes to the SALC with his/her students.

To sum up this section, the teachers and the students have both similar and conflicting views about the materials, services and facilities at the centre.

Table 15. Students' experiences at the SALC

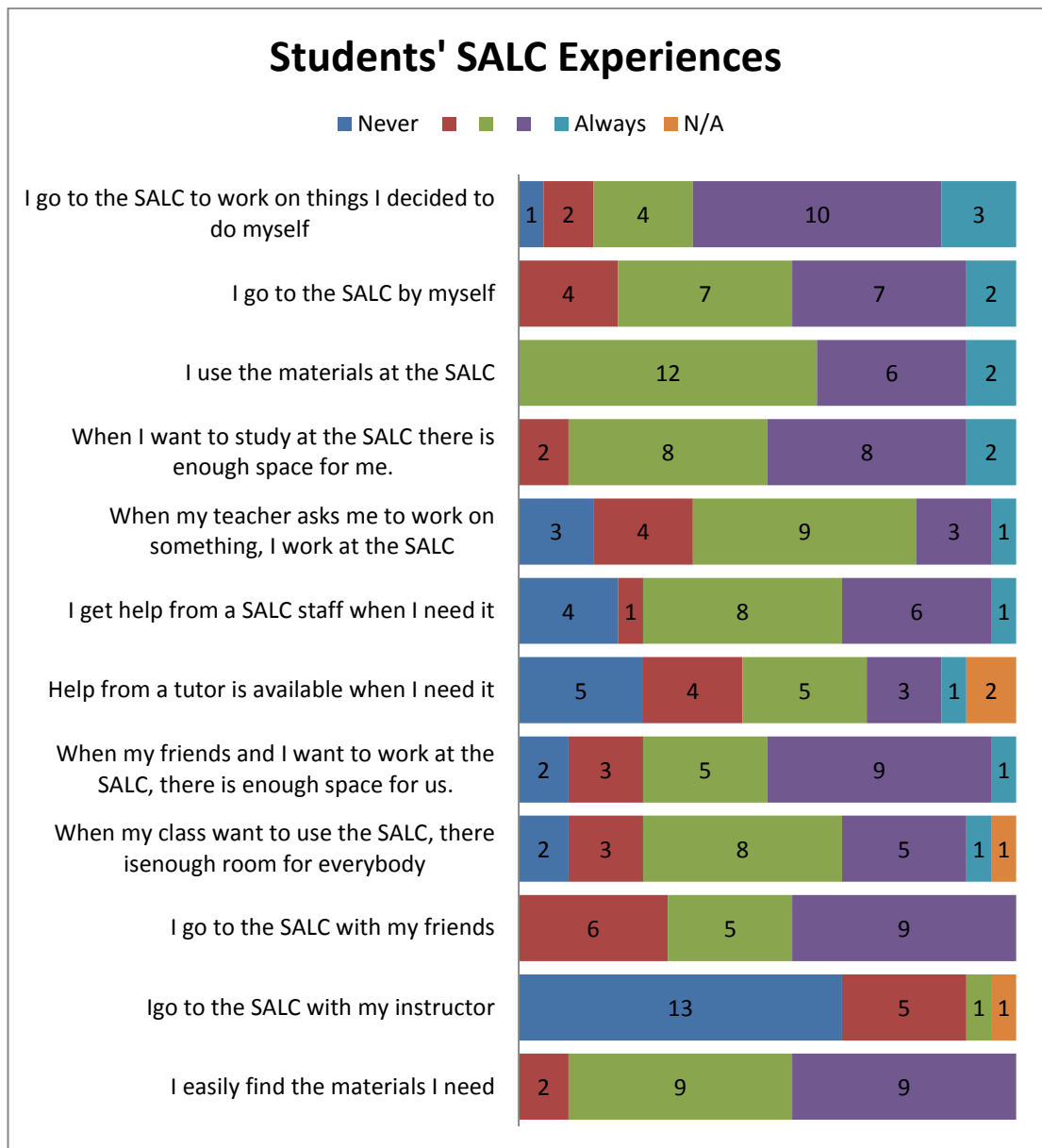
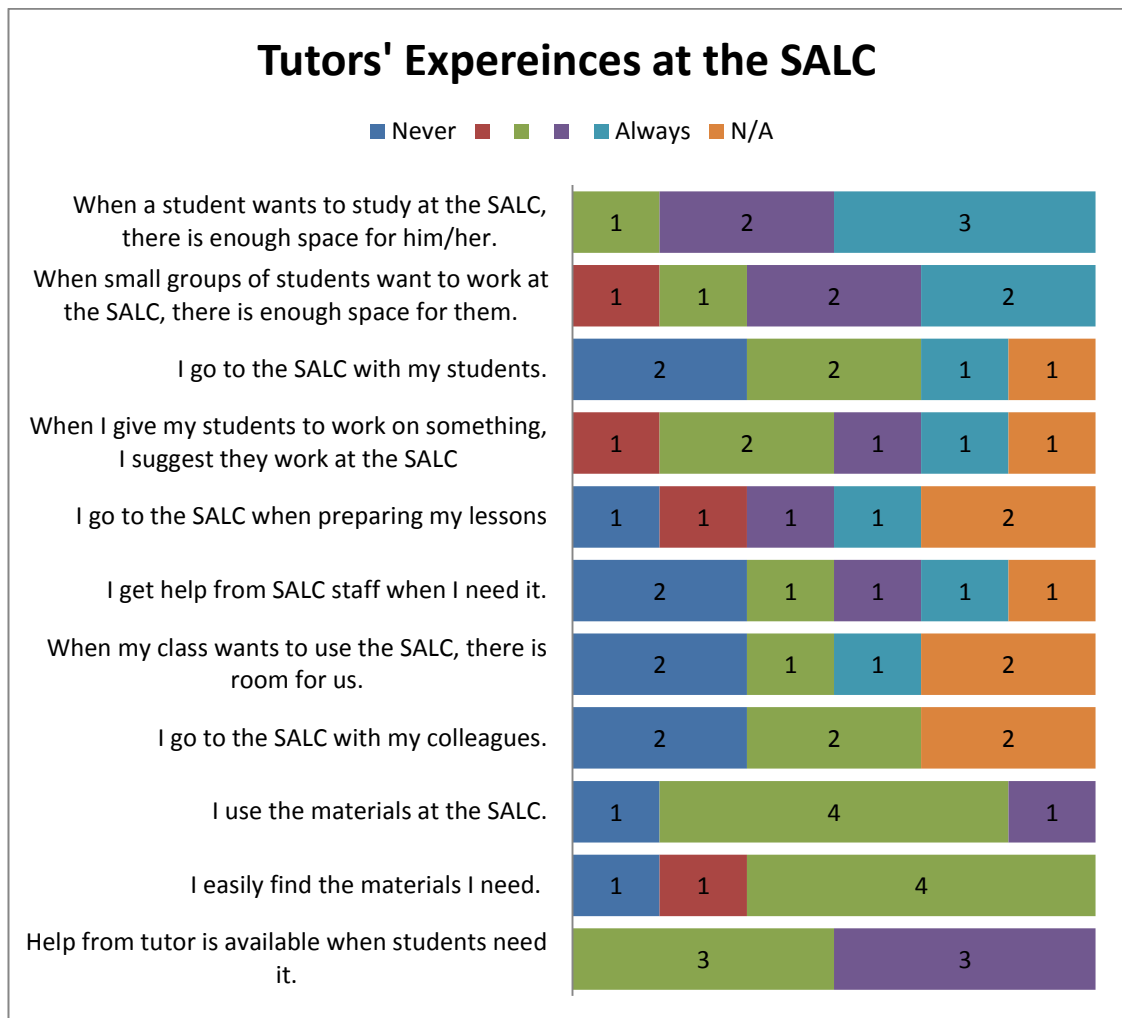


Table 16. Tutors' Experiences at the SALC



4.1.9. Perceptions on usefulness of materials

When the subjects were asked about the usefulness of the materials at the SALC (Students' Questionnaire Part B Number 3, Tutors' Questionnaire Number 2), the tutors and the students agree that the computers are the most useful material at the centre and everybody uses them as shown in Table 17 and 18. Other materials that the subjects found very useful are the CDs, DVDs computer programmes, and VCDs. Interestingly, while there was a small number of students who said that they do not use the materials listed on the questionnaire (Table 17), the tutors' non-use of the materials is quite evident in Table 18. Among all the materials listed on the questionnaire, only a small number of subjects agree that the TVs are not very useful.

Table 17. Usefulness of materials at the SALC according to students

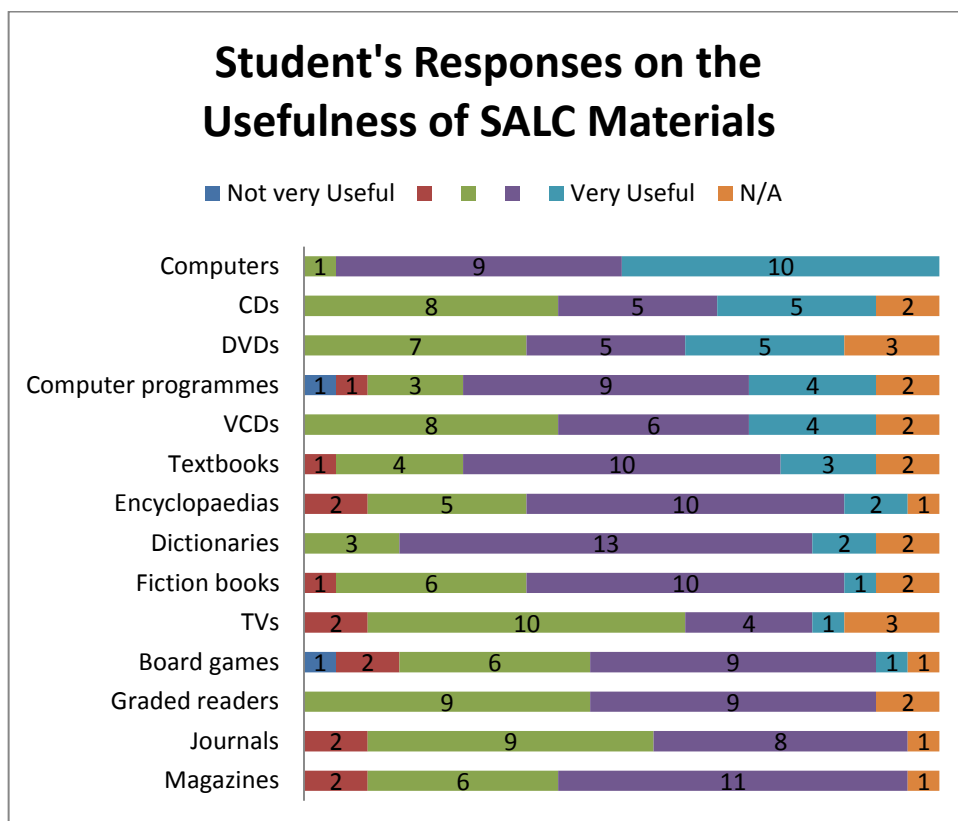
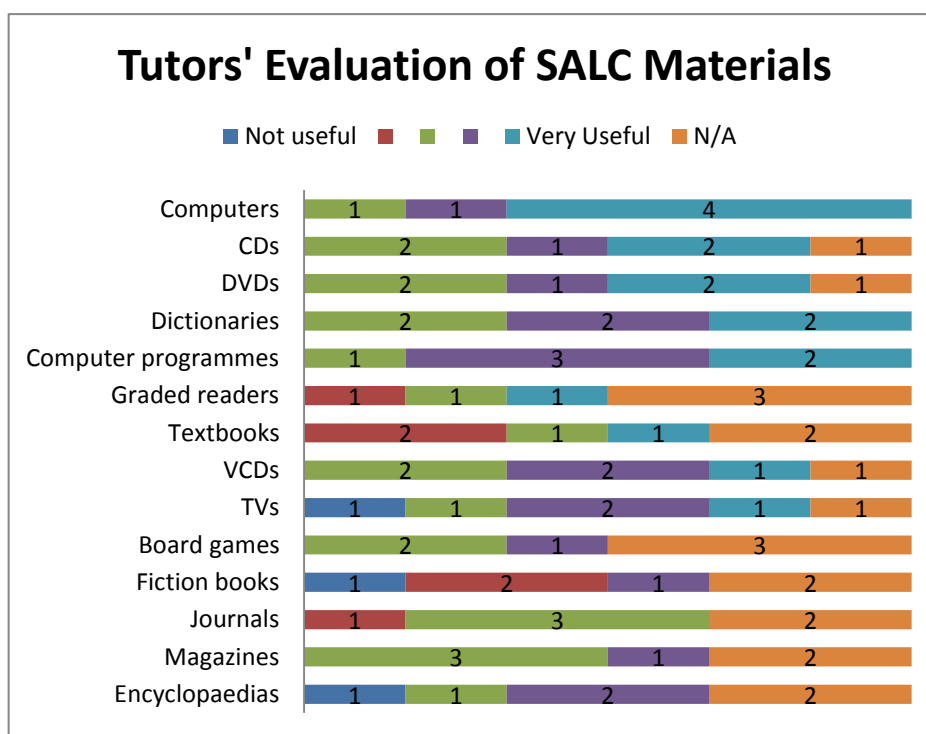


Table 18. Tutor's Perspective on SALC Materials



4.1.10. Perceptions on usefulness of services

Tables 19 and 20 show the opinions of the users on the usefulness of the SALC services (Students' Questionnaire Part B Number 6, Tutors' Questionnaire Part B Number 4). AS a whole, most of the teachers and students expressed the usefulness of the different SALC services such as the Writing Consultations and Pronunciation Consultations.

It could be deduced from Table 19 that very few students do not use the services at the SALC while a very small number of students said that these services are not very useful. Also, five out of six the tutors agree that the writing consultation is the most useful service in the centre (Table 20). This may not be a surprising result as the tutors in this study are mostly writing tutors (only one tutor dealt with pronunciation consultation). It is also obvious in the tables that the least useful of the services is the Language Skills Diagnostic Tool among the subjects.

A striking observation to emerge from the data comparison is related to the number of students who see the writing tutor as shown in Table 1. Though none of the students see the pronunciation tutor and only 5 students said they always go to

the SALC to see the writing tutor, the students still see the usefulness of these services listed as indicated by the responses which are skewed to the right of the table, indicating usefulness.

Table 19. Usefulness of SALC services according to the students.

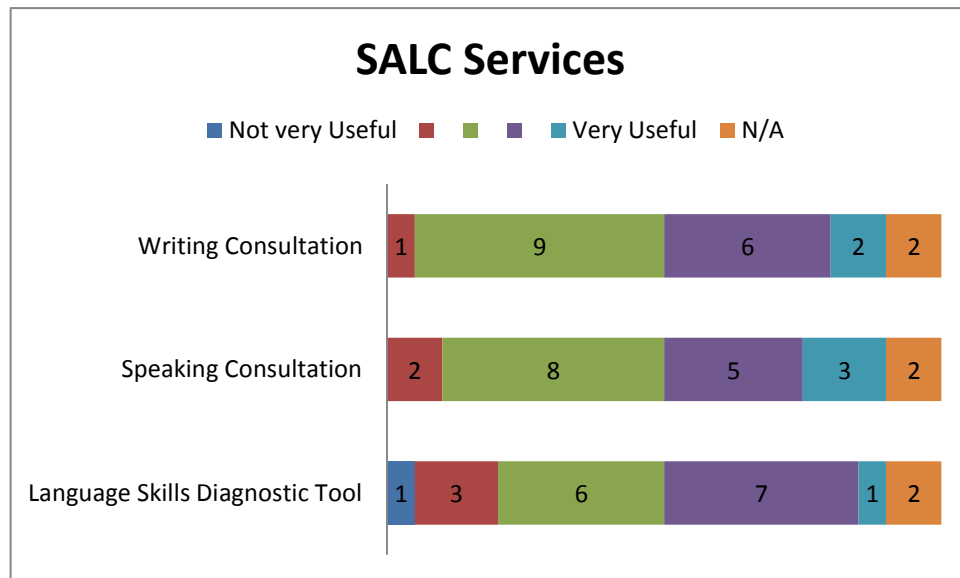
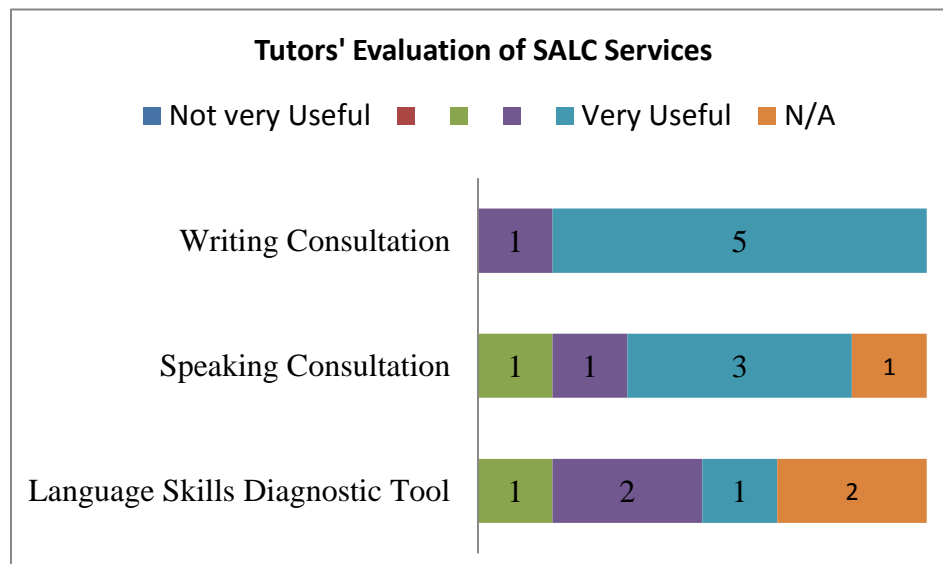


Table 20. Tutors' Evaluation of SALC Services



4.1.11. Perceptions on usefulness of facilities

Tables 21 and 22 present how the respondents view the usefulness of the SALC facilities (Student Questionnaire Part B Number 8, Tutors' Questionnaire Number 6). Generally, it is clear from the tables that all the subjects use the SALC facilities.

It was expected that both the tutors and the students agree that the Computer Area is one of the two most useful facilities in the centre. The other useful facility according to the tutors is the Group Study Area (Table 22), while the students consider the Relax Corner as the second most useful facility. This is an affirmation that the students' main activity at the centre is for relaxation as shown in Table 1).

Table 21. Students' Responses on the Usefulness of the Facilities

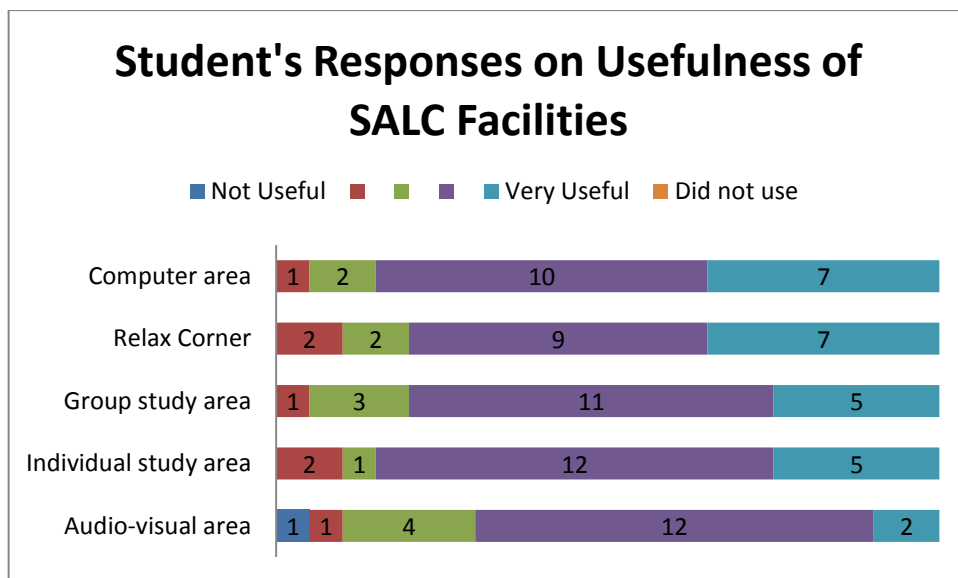
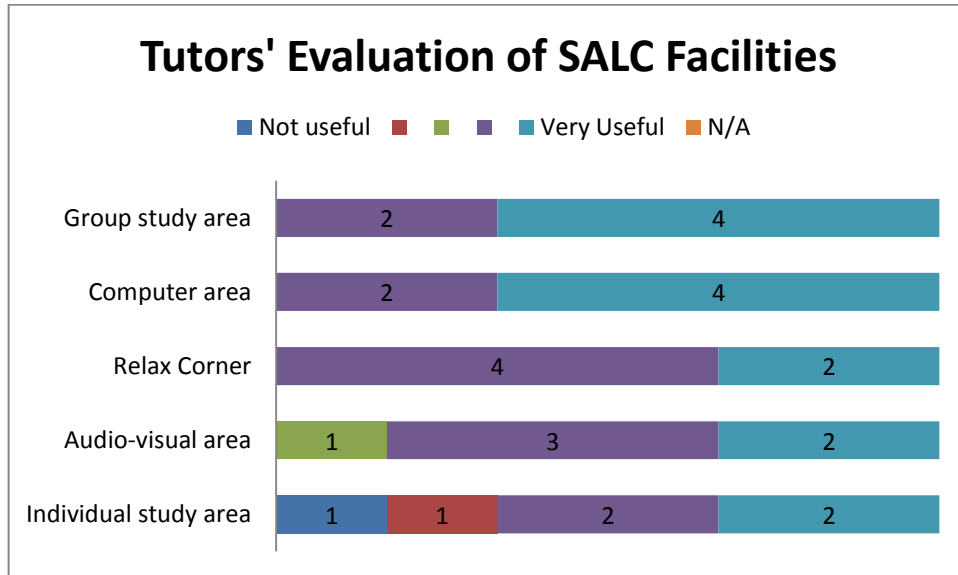


Table 22. Tutors' Responses on the Usefulness of the Facilities



The responses of the different users of the SALC both indicated expected and intriguing results. The qualitative analysis of students' and the tutors' replies on open-ended questions and interviews reveal more about their perceptions of the SALC. This section is as follows.

4.2 Qualitative Analysis

4.2.1. Responses to Open-Ended Questions

If we now turn to the subjects' responses to open-ended questions, the questionnaire gathered their suggestions and/or recommendations regarding the SALC's materials, services and facilities.

While twelve of the twenty students answered this part of the questionnaire, the tutors' responses to these questions were poor except for question 8 that asked for any further suggestions and recommendations to help improve the centre under study. The table below shows which tutors answered the open-ended questions.

Table 23 Tutors Response Rate to Open-Ended Questions

Question	Tutor 1	Tutor 2	Tutor 3	Tutor 4	Tutor 5	Tutor 6
3	-	-	-	-	✓	-
5	-	-	✓	-	-	✓
7	-	-	✓	-	-	-
8	-	✓	✓	✓	✓	✓

Students' Questionnaire Part B Number 5 and Tutors' Questionnaire Number 3 ask about the materials the subjects would like to have at the SALC. It could be noted that the students' answers to this question are varied; a small number of subjects' responses were grievances related to the quality of materials used in the SALC, while the vast majority of students' responses suggested provision of additional materials related to computers and technology at the centre. For instance, 3 out of the 12 students who answered this questionnaire item suggested that the SALC make improvements to the materials currently found at the centre. . Student number 18 reported that the materials at the centre are, "Old and worn

out. Recommend change materials to new ones.” It is not surprising that the majority of the respondents expressed the need additional and better quality CDs, VCDs, headphones and computers with internet connection as these materials are used by the students. Other responses to this question include provision of additional books, games, sample researches and equipment used for exam practice. The most remarkable response to this question, however, is the suggestion of two students to make printers available at the centre for the students’ use.

Meanwhile, only one of the six tutors indicated the need for the SALC to provide additional materials such as journals, textbooks, movies and computers with internet.

Not only were there very few respondents who answered the question on what other services they would like the SALC to offer (Students’ Questionnaire Part B Number 7, Tutors’ Questionnaire Part B Number 5), but also the responses were very specific and varied. For example, suggestions from the students include provision of grammar consultation services, chairs and tables for individual study and a service that allows the students to borrow games from the centre. Other feedback suggests the provision of Wi-Fi services and more computers at the centre. One striking suggestion came from Student Number 12 who wrote “Talking to foreign teachers or friends”.

Two out of the six tutors expressed the belief that the SALC should provide additional services at the centre. One of the tutors stated that translation consultation is a service the SALC should provide, while another tutor suggested editing service for theses or term papers as an additional service provided at the centre.

Students’ Questionnaire Part B Number 9 and Tutors’ Questionnaire Part B Number 7 ask for suggestions on what other SALC facility the users would like the centre to have. Similar to the previous responses, the students include suggestions of having more computers, books, TVs, DVD players, magazines and printers. Interesting responses to this question includes suggestions to have more

sofas, tables, and chairs and the suggestion to make the computers and keyboards clean. The only response this research was able to gather from the tutors is a tutor's suggestion for the SALC to provide a water cooler at the centre.

The last open-question on the student questionnaire asks for any other suggestion or recommendation the respondents would like to give to help improve the SALC (Students' Questionnaire Part B Number 10, Tutors' Questionnaire Part B Number 8). It is evident from the student responses that there is a need for more and better quality materials and services at the centre. While some students reiterated the need for the latest computers, books and magazines, a student even mentioned the need for newspapers at the centre. Also, at least two students observed the poor maintenance of the computers and that some of them don't work. Finally, one student commented on the general upkeep of the centre. The student wrote, "The air conditioner should be turned on all the time. Sometimes it's very hot in this room."

Not only were tutors responses to this question very positive, but also the suggestions uncovered the current situation at the centre. Half of the respondents expressed the belief that having more efficient staff other than teachers are needed to help improve the centre. One of the tutors narrated that, "The technicians and staff should be more supportive. Most of the time, they just sit and enjoy playing computer games. Sometimes they disturb the SALC users by making loud noise." Two of the tutors indicated that the SALC could be better advertised by teachers and the SALC itself. One of the tutors stated that, "Teachers should encourage more students to see how useful and important the SALC (is)." Another tutor reported that many students know about the SALC but are afraid to enter the centre. Other responses to this question included ways on how to promote the SALC. Two of those surveyed suggested activities for SALC, one of which is having live seminars and a day with food and fun activities would make the students stop by and learn about the SALC. Two other tutors pointed out that in order to attract more students to visit the SALC, the materials at the centre should be new, up to date and interesting. One tutor stated that cooperation or collaboration with course coordinator would help improve the SALC.

4.2.2. Responses to Interviews

Atmosphere at the SALC

Interviews revealed that the SALC is a place for relaxation. Students (2 and 4) claim that the SALC is a good place to study with friends and (Students 2, 4, 5 and 6) relax as well. Student Number 20 emphasized that the location of the SALC is perfect because it is in the same building where she has her classes. Two students (2 and 6) said that they sleep or take a nap in the centre. Student Number 13 justified that he/she sleeps in the SALC because it is very comfortable there. This was observed by Tutor Number 5 as well. However, this tutor feels differently about this. This tutor declared that the Relax Corner is not a place to sleep but a place where students can play games.

Writing and Speaking Clinics

In the interviews, the tutors confirmed that there is great emphasis on writing and speaking because they feel these are the skills students have difficulty with. Tutor Number 2 explained that the writing and the pronunciation clinics were put up to address the students' needs. Tutor Number 5 believed that if students write grammatically correct structures, other skills such as listening would also be developed.

Student Number 20 recalled a time when she was doing his/her academic paper and went to see the writing consultant who also happened to be his/her course teacher. She seemed to be pleased with the service because it helped her with her paper and her assignments.

However, all the tutors affirmed that there are very few students who come to see them for the consultation. Tutors Number 1 and 2, for example, said that it is usually very quiet at the centre when they stay at the centre and when students come, they usually work on things they want to do like studying with friends or

hanging out at the centre. Tutor Number 5 narrates that the students stay at the SALC while waiting for their next class.

Interviews revealed possible reasons for students not going for the going to the writing or pronunciation consultations. Tutor Number 5 speculated that not many students know about the SALC in general because not only that there is a small number student attendance in the writing and speaking consultations but also in SALC activities. Tutor Number 6 narrated that the students did not know that writing and pronunciation consultations are available at the centre. It took weeks before students came to him/her because the staff in the centre told the students at the centre to see this tutor if they want to avail the service. This was seconded by a student interview. Student Number 5 said that she does not really know who the tutor is in the SALC. This student even thought that the General manager was one of the tutors.

Other students have explanations for the lack of contact with the tutors. Student Number 7 felt that the SALC is not a comfortable place where people can talk because everyone wants to work at the SALC. Student Number 13 and 4 have a different opinion about this. They explain that they usually get help from their friends or other students. Student Number 13 even said that he/she prefers getting help from friends to tutors. A notable opinion from one of the tutors about the lack of motivation from Thai students towards the writing and pronunciation clinics emerged from the interviews. Tutor Number 1 reasoned that the students prefer Thai to foreign teachers because of the students' fear of foreign instructors and the Thai teachers' capacity to explain in the students' native language.

Shortage of Tutors

Tutor Number 2 explained that when the SALC asked for the teachers to volunteer at the centre there was a very small turn up. Tutor Number 2 pointed out a possible reason for this involves the schedule of the tutors. He/She explained that though the teachers do not have teaching obligations at the time they give

writing consultations, there are times when they have to go to meetings and so they cannot give writing or speaking consultations.

This lack of help became evident in student interviews. Student Number 10, for instance, reports the lack of presence of a writing tutor when she needs it. She says, “Sometimes when I go there, I don’t see anyone there but just someone who sits in front of the room. They are not person to help. They just take care of the room.”

Two students (Students Number 2 and 10) suggested that more tutors be available at the SALC. However, two tutors (Tutors 1 and 2) proposed that a pay incentive be given to the tutors so that more teachers would be involved in the centre.

Concerns with the general manager and Technician

Concerns about the effectiveness of the SALC staff were highlighted in the interviews. Student Number 2 said that the SALC staff does not help him/her all the time. Tutor Number 5 felt that the staff at the SALC does not know how the centre is important for the students and how the centre could be a good resource place for the teachers. This tutor also recalls an incident when a student came up to the General manager while he was on the phone. The student asked where a particular CD could be found and the General manager, still on the phone replied, “Over there,” gesturing to where the CDs are located. When the student could not find the CD, he walked away and left the SALC. Tutor Number 5 stated, “They (the staff) do not give attention to the students. They just talk on the phone.”

This tutor later said, “They should go and help and stop talking on the phone and come and help them (the students).”

Materials

Interviews with students also showed how important the materials at the SALC in their studies. Student Number 2 declares that she uses the TVs and computers to watch videos. Tutor Number 5 also indicated that there are courses that require students to watch videos and write papers on them. However, Student Number 2 remembered a time when there was only one TV that could be used but there were many other students who also wanted to use the TV. He/She also stated that not

all the computers work at the centre, so this student could not watch the video that she liked.

Student Number 18 mentioned that though there are different materials at the centre, the materials need to be changed because they are either very old or destroyed. Tutor Number 1 has the same opinion about the quality of materials at the centre especially the magazines. This tutor also said that the students would rather go to the Library to get the materials that they need. Student Number 20 said that the DVDs and VCDs are not of good quality. Student Number 18 hopes that there would be more materials for relaxation such as cartoons.

Another surprising result of the interview with the tutors exposed that they do not really use some of the materials at the SALC. Tutor Number 6 admitted that he/she does not really use the books at the centre while Tutor Number 5 explained that he/she has seen some of the materials but have not actually used them.

Other tutors also sensed the lack of text books in the centre. Tutors 2 and 3 recommended that the books the students actually use for their classes be available at the centre.

Computers and Computer Programmes

When interviewed, almost all the respondents reiterated the need for more and better computers and computer programmes. They noted that many computers in the centre are slow, broken and should be fixed so the students could use the. Tutor Number 1 recognized the students' dependence on the computers and without them, they cannot do anything. Student Number 7 also suggested that the computer programmes be updated as the versions of the files tend to differ to what he/she personally uses.

Tutors number 1 and 3 also answered one of the students' comments on the need for a WI-FI connection at the centre. The tutors said that there is WIFI in the building, but Tutor Number 2 speculated that perhaps the students would like to have more computers or tablets in the centre.

Management

Two Tutors commented on how the better management of the SALC could help improve it. On the one hand, Tutor Number 2 acknowledged the different schools of thought involved in the running of the SALC. This tutor suggested that the committee have a firm understanding of these schools of thought and choose the one that they want to follow in the SALC. He/She also added that the committee should read more about this topic to understand more about how a SALC is run. On the other hand, Tutor Number 5 called for a strong leader to sort their problems at the SALC.

Other concerns

The interviews also revealed other concerns by the respondents. For instance, Student Number 7 suggested that the overall cleanliness at the centre should be improved as the computers especially the keyboards are usually dirty. This student and Student Number 20 also emphasized the need for a printer and wonder why the SALC does not have it when it could be easily provided to the students and it could be a lucrative business for the centre.

Tutor Number 5 also had issues with the organization of materials at the centre. He/she recounted the hours he/she spent on arranging the CDs in the shelves only to find them scattered everywhere again.

Tutor Number 6 has a view about what situation might be if he/she brought a class in the small space of the SALC. He/She said that he/she would be conscious about it because bringing a class in might cause disturbance in the centre. However, he/she also acknowledged that perhaps it could be scheduled with the centre.

Through quantitative and qualitative analysis, this research has found out the state of the SALC under study. The continuing issues regarding the materials, facilities and services were brought out by the users of the SALC. The following section discusses the different outcomes of the research and ties it with the literature related to SACs and SALL.

5. Discussion

Twenty students and six tutors participated in the survey questionnaire to identify the students' English language and skills need, their experiences at the SALC and recommendations to further improve this centre. The findings and the data-gathered from the interviews with randomly selected students and tutors are tied to the literature related to SAC and SALL.

1. What are the language needs and study support needs of the students who use the SALC?

When asked to assess the English language skills of the students, the results show that neither the tutors nor the students are confident in latter's English language skills. The majority of the respondents rated their skills as average in all of the six skills except for speaking, which they identified as the skill that the respondents excel in.

The students and the tutors have different perceptions with respect to the students' main reason for wanting to improve their English skills. The majority of students want to improve their English skills mainly to prepare for their career while the tutors put the least importance for this reason. Most of the tutors think that the students want to improve their English skills to help them with their studies or coursework. This shows that the students have a more long-term goal while the teachers focus on short-term one.

The majority of the students also indicated that speaking is the most important skill of the six skills listed on the questionnaire followed by listening skills. These results are related to the Clarey and Dixon's (1963) and Taylor's (1993) belief that listening skills are important in improving pronunciation. The results also show that the majority of the students and tutors give the similar importance to all of the sub-skills. They are in agreement that listening for central ideas and identifying key information are the most important listening and reading sub-skills respectively. With regards to the speaking sub-skills, the tutors and students

perceive that pronunciation, intonation and stress is the most important sub-skill and organizing ideas is the most important writing sub-skill because these are the areas students have the most difficulty learning. As stated in the literature, the nature of their first language (Sermongswad et al 2006), which runs in a continuous script and is tonal in nature, affect students' English productive skills.

2. What are the SALC users' experiences regarding the use of materials, services and facilities at the SALC?

Results from the student questionnaire suggest that the majority of the students stay at the centre for more than 30 minutes to an hour. It was evident that many students go to the SALC to things they decided to do themselves. This implies that the students have some level of autonomy. This supports Nunan's (in 1995, cited in Benson & Voller 1997) and Sinclair, McGrath and Lamb's (2000) belief that autonomous learners have the willingness to be responsible in their own learning. The study also reported that some students study with friends and usually work in groups and this was observed by the tutors themselves. Some of the students who were interviewed also preferred this way of learning. This is characteristic of what Boud (in 1981 cited in Palfreyman & Smith 2005) and Brookfield (1986) expressed where work is shared and responsibilities are shared among learners in order to get mutual benefit.

It could not be denied that the centre adheres to how authors have defined a SALC, such as a facility purposely-designed to make materials readily available for learners (Benson 2001) and a place where resources, teachers and learners are found (Gardner & Miller 1999). The centre offers a wide variety of materials, from textbooks to board games to journals and DVDs. Also, the centre provides computers in its resource room and another dedicated area for computers and audio-visual area located in a room called the IT Corner. Benson (2001) supports this practice because the use of these materials was seen as innovation in education. Aside from the resources available at the centre, this SALC also provides writing and pronunciation consultations to student which is in line with

Morrison's image of a SALC as a provider of human and non-human resources (Morrison 2008).

This research found that the majority of the students and the tutors said that they use the materials in the SALC. The subjects also said that the materials are easy to find. However, when asked about the importance of the individual materials, only the computers at the SALC are used by all the subjects. It is also noticeable that a few tutors admitted that they do not use the materials at the SALC and so could not tell if the materials are useful or not. This defies what Nunan (in 1995, cited in Benson & Voller 1997) expects staff and tutors do such as giving direction in using the centre effectively and finding relevant and useful materials to the students. This also Kongchan's (2002), Paladesh's (2002) and Wiriyakarun's (2002) description of tutors who do not have training and experience in a SALC context, therefore limit their responsibility at the centre

The current state of materials at the SALC in this university also appears to be problematic. Mainly, the materials at the centre are either outdated or broken. The subjects' main complaints are related to the computers which are widely used among SALC users. They complained that the computers are not enough for the number of users of SALC and they are slow, outdated and some are not connected to the internet. Related to this problem is the lack of printing facility in the centre. This becomes an additional inconvenience to the students as they have to go to another building where printing service is offered. Other complaints that the students have are about the poor quality of CD, DVDs and VCDs which are used in many of the courses in this faculty. Also, efforts to make these materials organised had also been attempted by one of the tutors. Yet, these materials are piled in ways unknown to the students. Therefore, the students had to seek help in finding the materials (if there is someone in the centre available to help them) or are left clueless on how to find the materials in the centre. Therefore, though the centre attempts to serve as a resource centre by providing different media for its users (Morrison 2008), the quality, accessibility and suitability of the materials are questioned.

It should also be noted that relaxing is the most popular activity at the centre. Two of the students who were interviewed also confessed that they go to the SALC to take a nap or sleep in an area called Relax Corner. It could also be recalled that the Relax Corner is one of the most useful facility for the students. This idea was greatly opposed to by two of the tutors; stated that the students should go somewhere else to take a nap and that the area is supposed to be used for playing games. Though students could be argue that the SALC was established to address their needs, there is confusion as to what acceptable activities are at the centre. This situation at the SALC does not agree with Gardner and Miller's (1997) recommendations to make the rationale of the SALC be known to its users, tutors and other colleagues in the institution.

The experiences of SALC users with the writing and pronunciation consultations are quite frustrating for both students and tutors. On the one hand, some students stated that tutors are not always available when they need help from them. On the other hand, tutors describe the SALC as very quiet and very few students come to them for consultations. Students who said that they get help from the tutors explained that this became possible because the tutors at the SALC are also their course tutors. Therefore, while the centre would like to accommodate different kinds of learners in the SALC as envisioned by Reinders and Cotterall (2001), this research has found out that the consultation services were only known to students who attend the classes of the tutors who teach in the SALC and not to the general population.

The students' views on the importance of the speaking consultation contradict with their responses on the importance of the speaking skills. It was stated earlier that the most important skill for the students is speaking and that the literature suggests that problems with pronunciation is common among Thai speakers. Contrastingly, though the students believe that the speaking consultation is useful, none of the students responded that they go to the SALC with the intention to see the pronunciation tutor. This proves that though students may have positive attitudes towards learner autonomy (Sappapanth 2010, Wirikyakarun 2002) and may know what their objectives are in learning a language, most of them do not

have the necessary knowledge and skills to know what and how to learn a language (Nunan in 1995, cited in Benson & Voller 1997).

The least useful of the SALC services is the Language Skills Diagnostic Tool. Though this computer programme seems to be in line with other electronic-driven SACs in countries like the UAE (Ismail & Ramlall 2008), the purpose and effectiveness of this programme is unclear.

A variety of issues concerning the staff at the centre were brought up both by the students and the teachers. Problems include but are not limited to the failure to computer maintenance, not paying attention to students' requests and making unnecessary noise in the centre. This is conflicting with Nunan's (in 1995, cited in Benson & Voller 1997) emphasis on the importance of help from tutors, administrative staff, as well as other learners in the effective running of a SAC.

What is most noticeable among the responses of the subjects was their referral to all the people who work at the SALC as technicians or staff. None of the subjects referred to the general manager. The subjects did not also mention the involvement Director of the Self-Access Centre. While this issue could be political in nature, it is apparent that the subjects did not have information of the management structure in the centre.

3. What recommendations do the SALC tutors and students give to the effective running of the SALC?

A number of suggestions from the subjects emerged from the study. These suggestions are related to the materials, services and facilities at the SALC.

Both the teachers and students would like the SALC to have new materials because the ones found at the centre are worn out because of excessive use and old age. The materials pertained to here are the books, textbooks, board games, CDs, VCDs, headphones and others. Also, additional materials are also wanted by the users such as journals, textbooks, newspapers, movies and computers with internet.

Suggestions on the services from the tutors and students are quite different. The students would like to have a grammar consultation services. Other student suggestions involve providing not only speaking practice with foreign teachers, but also foreign students. This supports Nunan's (in 1995, cited in Benson & Voller 1997) belief that if a learner is supported by other learners and working with a group then his/her needs could be addressed. The tutors suggested that additional services such as translation consultation and an editing service be available at the centre. The seemingly huge need for human resource in this centre is emphasized and supports Morrison's (2008) study on the roles of SACs in tertiary education.

The subjects complained about not having a supportive and knowledgeable staff, so having more efficient staff, aside from the teachers, was also proposed by the subjects. This is similar to Gardner and Miller's (1997) findings that in order to improve the quality of work in SACs, some of the tutor's post should be full-time. Some tutors also suggested that the teachers be also given monetary incentives for working in the SALC, but as with the many problems experienced by SACs around the world, the tutors are aware that the lack of financial support from their host institution (Reinders & Lazarro 2008) prevents this from happening.

The students were also aware of the abilities of the staff in the SALC are limited to the maintenance of the rooms. The tutors added that the staff does not really know the importance of the centre to the students. This disagrees with Gardner & Miller's (1997) suggestion that the SAC manager not only be involved in the daily running of the SAC but also undergo training himself/herself.

A tutor also disclosed that the committee involved in the running of the SALC has not yet fully-understood the idea of self-access language learning. This is linked to Gardner and Miller's (2011) recommendations for the SAC manager to make the knowledge of working conditions, own and other's beliefs about SALL, range of literature and other practitioner be known to the stakeholders.

Other suggestions are related to the physical aspects and the total well-being of the users of the SALC. Putting more sofas, cchairs and tables for individual study,

a water cooler, cleaner and cooler learning environment and a borrowing service for board games are some of the suggestions of the students and tutors.

While the recommendations from the tutors and the students seem to be filled with overwhelming factors from physical to managerial, Gardner and Miller (2011) emphasised that it is the SAC manager's responsibility is to balance these factors in a way that would be helpful to the learners.

Surprising result

An unexpected result that this research has found was that though the SALC has two rooms that can easily accommodate fifty students in each room; both the teachers and students still felt that the SALC needs more space for its users. One teacher explained that there are rooms for groups of students, however, if students want to study by themselves, there is no space for them.

Another surprising result that arose from the research is that neither the students nor the tutors mentioned the need for online materials for the SALC users. It was initially hypothesized by the researcher that this could be one of the main issues that the users would like be addressed. Still, as this study found, the need for space is crucial for the users of the SALC to accommodate more learners. This study suggests, if some of the materials could be made physically available at the SALC (such as the SRAs, other graded readers, CDs and DVDs) could be stored online or electronically, then the shelves that contain these materials could make way for more space that could be used for sitting, studying or simply lounging at the centre. However, careful investigation on the students' mode of learning should be considered before completely moving to a more paperless environment. One option could be keeping these materials electronically and when they are needed, the users could have the option to print them or keep the copy electronically.

Sampling frame

Though this research has employed careful selection of the sample to be included in the research, this sampling frame is not flawless. There are likely students and

tutors who have been missed from this frame and this could have impacted the results of this research. For instance, students who went to the SALC regularly during the semester but did not go when the questionnaires were distributed in the last two weeks of the semester were not included in this research. It could be argued, however, that the time when the data was collected was the time when students and the tutors could recall their experiences with the SALC during the past semester and thus would be able to give their timely opinion.

However, issues with the qualitative data obtained from the interviews could arise because of the nature of the interviewees that were included in the interviews. For both teachers and students, the interviewees were randomly selected from the group of subjects who answered the questionnaire. In the case of the tutors, the ones selected for the interview have varied lengths of teaching experiences: they had had teaching experiences that range from 1-2 years for up to 34 years at the time of the interview. Thus, the teacher's opinions about the materials, facilities and services could have been affected by their teaching experiences. Data from the interviews could have been more varied and could have had more breadth if all of the tutors had been involved in the interviews.

Interviews

Problems with arranging for time and place interviews b both for the students and the tutors were not experienced by the researcher. The interviewees and the researcher agreed for the time of the interviews and the researcher suggested the use of a vacant laboratory right next to the SALC for this purpose. The respondents, however, had a different opinion about this. While the students preferred to be interviewed in the proximity of the audio visual area of the SALC, the teachers chose to be interviewed in the privacy of their offices.

Response rates

As stated in the hypotheses, issues on the nature of learners, the subject of the research and the interviewer appearance could have affected the response rates. For instance, when questionnaires were administered and interviews were conducted in the last two weeks of the second semester of 2013, many students

were in a hurry to finish the questionnaire resulting to the small number of completed questionnaires (20 out of the 36 questionnaires). Also, there were instances when the researcher was refused by some students because they were busy doing something when the questionnaires were distributed. When the students were approached by the researcher once again on a later day, the students did not hesitate to answer the questionnaire.

In relation with the tutors who were given the questionnaire to by the university's internal mail, the response rate was zero. Denscombe (2003) suggests that non-responses could be attributed to refusal or non-response resulting from non-contact. In the case of these three tutors, one deliberately refused to answer the questionnaire. In this tutor's letter attached to the returned but unanswered questionnaire, he/she expressed that he/she was only involved in the consultations, so he/she could not comment on the other aspects of the SALC such as materials and other services. The researcher could only assume what the reasons of the other two tutors for not getting responses.

Fortunately, the researcher did not have any problems getting responses from the subjects because of the researcher's appearance. It could be noted that high response rate was achieved when the researcher approached the tutors in person to answer the questionnaires. This is also evident in the 100% response rate of the interviewees.

6. Implications and Conclusions

6.1 Implications

Implications for future studies have emerged from the results obtained from this research. These include studies about the different actors in the SALC; the students, the tutors, the management and the complex and recommendation relationship among them.

6.1.1 Implications and recommendations for future research for pronunciation and writing

This research has found that the pronunciation and writing clinics were set up based on the tutors' perceived needs of the students. While this may appear to be based on good practices, there is no concrete evidence that a needs analysis had been conducted prior to the commencement of the clinics. An in-depth needs analysis of the SALC users should be conducted and done periodically to assure that the materials, services and facilities address these needs (Brookfield 1986, Choi 2012). This research attempted to identify the language and study support needs of the students that use the centre. It became apparent that the students want to improve their English to prepare them for their careers and speaking is the most important skill for them. However, the teachers insisted that the students' main weakness in writing. Hence, the need for English materials focused on pronunciation, writing and the careers the students want to pursue or English for Specific Purposes (ESP) are the main materials that should be found in the centre. However, because of this research's limited scope, the study has only identified the speaking and writing sub-skills that both the students and the tutors find important. Future researches could focus on pointing out the careers that students want to pursue. More so, efforts should be put to make an inventory of the materials found in the centre as this would identify if the materials at the SALC

address the users' need for materials related to pronunciation, writing and the career that they want to pursue or ESP.

Another aspect that could be included in the needs analysis is an item that would elicit the learners' preferred mode of learning would also be helpful in the effective running of this SALC. As stated in the results and discussion, though the centre provides a variety of materials, the users find the computers the most useful and helpful material at the SALC. It was also found out that while some students prefer working with others, there are some who would rather work on their own. However, it is unclear whether these are in line with the materials, services and facilities found in the centre. The identification of the students' preferred mode of learning for the different English language skills would identify the best way to deliver the services. This would be parallel to Gardner and Miller's (2011) conviction that to develop learner autonomy and language learning in a SAC, flexibility and freedom are imperative. For instance, this would help the SALC decide if having an online tutor or peer tutoring would be preferred to a face-to-face contact with a tutor. Also it would identify if online resources would be more appreciated by the learners than printed materials. Finally, it could help the centre assess the usefulness of the facilities currently found in the centre (as in the case of the Language Skills Diagnostic Tool which the subjects find the least useful) or adding a facility such as a printing facility would be helpful to the students.

6.1.2. Implications and recommendations for future research for the SALC management

Last but not the least, an implication that can be deduced from the findings of this research is the need for the SALC to re-establish itself. In the results, both the tutors and students express their frustration towards the quality of materials, services and facilities at the SALC. A study that would clarify the working conditions at the SALC, identify the centre's guiding principle towards self-access language learning, tailor its mission statement and make these known to the students, teachers and other people at the university as suggested by Brookfield's (1986) and Gardner and Miller's (2011) would eventually solve the current issues identified in this research. These issues include but are not limited to the lack of

support from the administration, staff and other teachers, inappropriate use of facilities in the centre (sleeping in Relax Corner), students' lack of knowledge of the centre's existence, shortage in staff and others. When this is done by the SALC, it could also organise other activities as presented by Gardner and Miller (1997, 2011) and Brookfield. This could involve conducting a needs analysis, training the general manager, training tutors in materials design, hiring some permanent tutors at the centre, and developing study plans and assessment tools on the effectiveness of learning in the centre.

Cautious interpretation

Care should be taken in the interpretation of the data presented in this research. For instance, though the sample (students who go to the SALC and tutors who teach at the centre) had been carefully selected in the hope that the findings from the sample are similar to those found among the rest of the category under investigation, due to the small number of response rates (20 completed student questionnaires out of the 36 distributed questionnaires and 6 completed tutor questionnaire out of 10 distributed questionnaires), this study cannot make assumptions on the perceptions of the students and tutors towards the use of the SALC as replicable to the rest of the population. Nevertheless, it should be noted that though there were 2123 students in the Humanities Department who had access to the SALC during the second semester of the academic year 2012-2013, this research only covers the population that actually used the centre during this period. Unfortunately, the exact number of students who used the centre during this period could not be obtained at the time this research was done. It is therefore suggested that future studies obtain data not only from the students who use the SALC but also those who do not. This would mean a bigger sample size but would give the research breadth because insights could include students' reasons not only for going but also reasons for not going to the SALC.

While the researcher had done course-related small-scale researches on materials design, noticing techniques and pragmatic awareness prior to this research, the novice researcher has learned a great deal especially in the design, interpretation and administration of questionnaires. First, though questionnaires used in other

similar researches were reviewed and the questionnaire used in this research had been revised several times to assure accuracy and appropriateness for the subjects in this research, the questionnaire still lacks an item that could have helped the researcher elicit more information from the subjects. For example, in the student questionnaire, an item that elicits frequency of student visits in a week or a month's time could have given valuable information on usage of the SALC in a given period of time. The SALC in return, knowing the frequency of visits per week could use this information in planning future activities at the centre such as conducting student orientation or even doing an inventory. Second, some items on the questionnaire could have been designed in a different way so that interpretation of data would have been easier. For instance, the part of the questionnaire that asks for the usefulness of the materials of the SALC (found in student questionnaire Part B number 4 and in tutor questionnaire Part B number 2), the respondents could have indicated the usefulness of the materials by numbering the items from 1-10 (where 1 is the most important) instead of using an adapted form of Likert Scale. Third, though the face-to-face type of survey generated positive response rates, the researcher felt that using an online questionnaire might have a more efficient way of administering, gathering and interpreting results. Basically, a great deal of respondents could be contacted by using online questionnaires without the researcher investing any money on it. Completing the questionnaire could be easier to the respondents and returning the completed questionnaire could be done by a few clicks on the computer. Interpretation of data could be stress-free using computer software such as Excel or SPSS. This research has found out, however, that there was not enough working computers for the users of the centre. Therefore, using electronic/online based questionnaires could still pose other problems in the administration, collection and interpretation of data. If and when the situation at the SALC changes, then the use of online questionnaire could still be considered in future researches.

6.2 Conclusion

This dissertation has investigated the perceptions of the students and tutors towards the materials, services and facilities in a self-access centre in a university in Northern Thailand. The most obvious finding to emerge from this study is that both the tutors and the students agree that though materials, services and facilities are available at the centre, they are of poor quality and require modification to suit the learners' wants and needs. It was also shown that services such as the writing and pronunciation consultation service though believed to be useful by teachers and students were not generally availed by students themselves. One of the more significant results from this study is the difference between the students' and the tutors' perception towards the students' reasons for wanting to improve English skills. The evidence from this study suggests that a thorough needs analysis is vital to identify the students' genuine needs and wants and the results obtained from it should be used to design the materials, services and facilities at the centre. The results of this research also support the idea that a sound management system is crucial to the effective running of a self-access centre. The current findings add substantially to our understanding of language learners in this particular context and what they bring about in the self-access language learning environment. The present study also confirms previous findings and contributes additional evidence that suggests the multifarious relationship that exists among the different actors in a self-access centre. The main limitation of this study was the paucity of subjects who participated in this research and the other actors in the centre, such as the centre manager and technician, were not included in the study. Further work needs to be done to investigate thoroughly the English language and support needs of students including those who do not use the centre, explore the perceptions of the SALC staff (technician, manager and centre director) and determine the management strategies the centre should establish to effectively run the SALC.

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Appendix 1

Student Consent Form and Questionnaire

แบบฟอร์มขอคำยินยอมเพื่อทำการสำรวจ / ตอบแบบสอบถาม

วิทยานิพนธ์ศึกษามหาบัณฑิต

ข้าพเจ้า _____

(ชื่อผู้ร่วมโครงการ)ได้รับทราบและเข้าใจว่าข้าพเจ้าได้รับการร้องขอเพื่อมีส่วนร่วมในการตอบแบบสำรวจ / แบบสอบถาม ซึ่งเป็นส่วนหนึ่งในการศึกษาของ นางสาว La Trinidad Mina Mangmang รายวิชาดังปรากฏข้างต้นตามหลักสูตรมหาบัณฑิต มหาวิทยาลัยบริติชในดูไบ(British University in Dubai) ข้าพเจ้าเข้าใจว่าแบบสำรวจ/แบบสอบถามนี้สร้างขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับหัวข้อต่อไปนี้:

. การวิเคราะห์ความต้องการภาษาอังกฤษ

. ประสบการณ์ในการใช้อุปกรณ์ บริการและสิ่งอำนวยความสะดวกของศูนย์การเรียนรู้ด้วยตนเอง (Self-Access Learning Center)

ข้าพเจ้าได้รับทราบข้อมูลทั่วไปเกี่ยวกับโครงการนี้และประเภทของคำถามที่ข้าพเจ้าคาดหวังว่าจะสามารถตอบได้ ข้าพเจ้าเข้าใจว่าจะต้องทำการตอบแบบสำรวจ/แบบสอบถามต่อหน้าผู้วิจัยและจะใช้เวลาประมาณ 10 นาทีเพื่อให้คำตอบที่แล้วเสร็จ

ข้าพเจ้าเข้าใจดีว่าการมีส่วนร่วมในโครงการนี้เป็นไปด้วยความสมัครใจและข้าพเจ้ามีสิทธิปฏิเสธที่จะเข้าร่วมโดยไม่มีผลใดๆตามมาไม่ว่าจะเป็นก่อนหน้าหรือระหว่างกิจกรรมนี้ข้าพเจ้าเข้าใจว่าข้อมูลที่ให้ไปนั้นจะถูกเก็บไว้เป็นความลับและใช้เฉพาะเพื่อให้งานที่ได้รับมอบหมายเสร็จสมบูรณ์และจะไม่ถูกนำมาใช้ในทางใดก็ตามที่สามารถระบุตัวตนของข้าพเจ้า คำตอบของแบบสำรวจ/แบบสอบถาม

และบันทึกทั้งหมดจะถูกเก็บไว้ในสถานที่ที่ปลอดภัย

ข้าพเจ้าจะได้รับข้อมูลดิบภายในหนึ่งเดือนหลังเสร็จสิ้นโครงการที่ได้รับมอบหมาย หากข้าพเจ้าปฏิเสธ ผู้วิจัยจะทำลายข้อมูลดังกล่าว นอกจากนี้ ข้าพเจ้าจะได้รับสำเนาเอกสารการมอบหมายงานของนักศึกษาตามที่ข้าพเจ้าร้องขอ

ข้าพเจ้าเข้าใจว่าผลของกิจกรรมนี้จะถูกใช้ในโครงการที่มหาวิทยาลัยบอมบะไฮให้นักศึกษาทำเท่านั้น

ข้าพเจ้ายังเข้าใจด้วยว่าในการเข้าร่วมกิจกรรมนี้ ไม่มีความเสี่ยงใด

นอกเหนือจากความเสี่ยงที่อาจเผชิญได้ในชีวิตประจำวัน

ข้าพเจ้าได้อ่านรายละเอียดข้างต้นเป็นที่เรียบร้อยแล้วทั้งนี้ข้าพเจ้ายินยอมที่จะมีส่วนร่วมในโครงการการตอบแบบสำรวจ / แบบสอบถามนี้ ซึ่งเตรียมขึ้นโดยนางสาว La Trinidad Mina Mangmang

จึงได้ลงลายมือชื่อไว้และพร้อมส่งคืนแบบฟอร์มนี้

ชื่อ (ภาษาอังกฤษ)	
รหัสประจำตัวนักศึกษา	
ตอน (section)	
หลักสูตร	
อายุ	
เพศ	ชาย _____ หญิง _____
ที่อยู่อีเมลล์	
วันที่	
ลายเซ็น	

กรุณาเก็บสำเนาแบบฟอร์มแสดงความยินยอมนี้เป็นหลักฐาน

หากคุณมีคำถามใดเกี่ยวข้องกับการมีส่วนร่วมในโครงการนี้ โปรดติดต่อได้ที่:

ชื่อนักศึกษา: La Trinidad Mina Mangmang หมายเลขโทรศัพท์: +66 090704 1445 อีเมลล์ :

110037@student.buid.ac.ae

หรืออาจารย์ที่ปรึกษาโครงการ มหาวิทยาลัยบริติชในดูไบ:

อาจารย์ประจำรายวิชา: Dr. Yasemin Yildiz หมายเลขโทรศัพท์: +971 4 367 2106

อีเมลล์: yasemin.yildiz @ buid.ac.ae

หรือผู้ประสานงานวิทยานิพนธ์ มหาวิทยาลัยบริติชในดูไบ:

ชื่อผู้ประสานงาน: Dr. Naz Awan หมายเลขโทรศัพท์: +971 4 364 4547 อีเมลล์ : naz.awan @

buid.ac.ae

ขอขอบคุณสำหรับการยินยอมเข้าร่วมโครงการนี้

Part A

ภาค A

Self-Assessment and Needs Analysis

การประเมินตนเองและการวิเคราะห์ ของความจำเป็น

1. For each English language skill, rate your performance and circle one of the numbers (1=very poor, 2=poor, 3=average, 4=good or 5=very good).

สำหรับทักษะภาษาอังกฤษแต่ละอย่าง, คุณให้คะแนนความสามารถและวงกลมหนึ่งตัวเลข

(1= ไม่เก่งมาก 2= ไม่เก่ง 3=ค่าเฉลี่ย 4=เก่ง 5= เก่งมาก)

<i>Skills</i> ความสามารถ	<i>How well do you perform?</i> คุณปฏิบัติอย่างไร?				
	<i>Very Poor</i> ไม่เก่งมาก	<i>Poor</i> ไม่เก่ง	<i>Average</i> ค่าเฉลี่ย	<i>Good</i> เก่ง	<i>Very Good</i> เก่งมาก
Listening การฟัง	1	2	3	4	5
Writing การเขียน	1	2	3	4	5
Reading การอ่าน	1	2	3	4	5
Speaking การพูด	1	2	3	4	5
Grammar ไวยากรณ์	1	2	3	4	5
Vocabulary คำศัพท์	1	2	3	4	5

2. For each English language skill, ask yourself if it is important to you and circle one of the numbers (1=least important; 5 most important).

สำหรับทักษะภาษาอังกฤษแต่ละอย่าง, ถามตัวเองว่ามันเป็นสิ่งสำคัญที่คุณ และคุณวงกลมหนึ่งของตัวเลข

(1=สำคัญน้อยที่สุด 5=สำคัญที่สุด)

<i>Skills</i> ความสามารถ	<i>How important is it?</i> สำคัญอย่างไร				
	<i>least important</i> สำคัญน้อยที่สุด		<i>most important</i> สำคัญที่สุด		
Listening การฟัง	1	2	3	4	5
Writing การเขียน	1	2	3	4	5
Reading การอ่าน	1	2	3	4	5
Speaking การพูด	1	2	3	4	5
Grammar ไวยากรณ์	1	2	3	4	5
Vocabulary คำศัพท์	1	2	3	4	5

3. Which of the following items are important for you in improving your English skills? Circle one of the numbers (1=least important; 5 most important).

เพื่อพัฒนาทักษะภาษาอังกฤษของคุณ สิ่งไหนดังต่อไปนี้เป็นสิ่งสำคัญสำหรับคุณ วงกลมหนึ่งของตัวเลข

(1=สำคัญน้อยที่สุด 5=สำคัญที่สุด)

<i>Reasons for improving English skills</i>	<i>How important is it?</i> สำคัญอย่างไร				
	<i>least important</i> สำคัญน้อยที่สุด			<i>most important</i> สำคัญที่สุด	
to prepare for career เตรียมพร้อมสำหรับ การอาชีพ	1	2	3	4	5
to help with studies สำหรับช่วยเหลือการเรียน	1	2	3	4	5
to prepare for language test (e.g. TOEIC, IELTS, TOEFL) สำหรับตรวจสอบภาษา	1	2	3	4	5
for interest สำหรับความสนใจ	1	2	3	4	5
Others (please specify): อื่นๆ ระบุ _____	1	2	3	4	5

4. For each language skill listed, ask yourself how important it is for you and circle one of the numbers (1=least important; 5 most important).

สำหรับทักษะภาษาแต่ละ ที่รายการ ให้ถามตัวเองว่ามันสำคัญอย่างไรสำหรับคุณและวงกลมหนึ่งของตัวเลข

(1=สำคัญน้อยที่สุด 5=สำคัญที่สุด)

<i>Language Skills</i> ทักษะทางภาษา	<i>How important is it?</i> สำคัญอย่างไร				
1. Listening การฟัง	<i>least important</i> สำคัญน้อยที่สุด			<i>most important</i> สำคัญที่สุด	
1.1 Listening for central ideas การฟังเพื่อความคิดสำคัญ	1	2	3	4	5
1.2 Listening for specific information การฟังเพื่อข้อมูลเฉพาะเจาะจง	1	2	3	4	5
1.3 Identifying key information การฟังเพื่อระบุลักษณะสำคัญ	1	2	3	4	5
1.4 Identifying attitudes and feelings การฟังเพื่อระบุลักษณะท่าทางและความรู้สึก	1	2	3	4	5
1.5 Identifying roles and relationships การฟังเพื่อระบุลักษณะบทบาทและความสัมพันธ์	1	2	3	4	5
1.6 Anticipating and predicting การฟังเพื่อคาดการณ์ล่วงหน้า	1	2	3	4	5
Others (please specify): อื่นๆ โปรดระบุ	1	2	3	4	5
2. Speaking การพูด					
2.1 Pronunciation, intonation and stress การออกเสียง ลักษณะเสียง และการออกเสียงเน้น	1	2	3	4	5
2.2 Interviewing and being interviewed การสัมภาษณ์ และ ถูกสัมภาษณ์	1	2	3	4	5
2.3 Suggesting and recommending เสนอ และ ให้คำแนะนำ	1	2	3	4	5
2.4 Organizing a topic ความสามารถในการจัดระบบ	1	2	3	4	5
2.5 Asking for/giving opinions ถามความคิดเห็น และ แสดงความคิดเห็น	1	2	3	4	5
2.6 Describing an experience อธิบายประสบการณ์	1	2	3	4	5
2.7 Reading aloud อ่าน [ส.น.] ออกเสียง	1	2	3	4	5
2.8 Asking for/giving clarification	1	2	3	4	5

ถามการอธิบาย และ อธิบาย ให้กระจ่างแจ้ง					
2.9 Requesting ขอร้อง	1	2	3	4	5
2.10 Agreeing and Disagreeing ยินยอม และ ไม่เห็นด้วยกับ ค.น.	1	2	3	4	5
2.11 Oral presentations สิ่งที่เป็นการพูด	1	2	3	4	5
Others (please specify): อื่นๆ ระบุ	1	2	3	4	5
3. Reading การอ่าน					
3.1 Increasing speed เพิ่มเร่งความเร็ว	1	2	3	4	5
3.2 Identifying key information ระบุลักษณะสำคัญ	1	2	3	4	5
3.3 Note-taking จัดบันทึกสั้นๆ	1	2	3	4	5
3.4 Guessing meanings from new vocabulary สรุปความหมายของคำศัพท์ใหม่	1	2	3	4	5
3.5 Scanning and Skimming มองผ่านๆ อ่านอย่างผ่านๆ	1	2	3	4	5
3.6 Using grammar to understand a text ใช้ไวยากรณ์เพื่อเข้าใจต้นฉบับ	1	2	3	4	5
3.7 Predicting ความทำนาย	1	2	3	4	5
3.8 Analysing questions and answers วิเคราะห์ประโยค คำถาม และ คำตอบ	1	2	3	4	5
Others (please specify): อื่นๆ ระบุ	1	2	3	4	5
4. Writing การเขียน					
4.1 Organizing ideas จัดตั้งความคิด	1	2	3	4	5
4.2 Giving reasons/explanations ให้เหตุผล และ อธิบาย	1	2	3	4	5
4.3 Linking ideas เชื่อมความคิด	1	2	3	4	5
4.4 Constructing ideas สร้างความคิด	1	2	3	4	5
4.5 Constructing sentences สร้างประโยค	1	2	3	4	5
4.6 Using context-specific writing styles การใช้ให้เป็นประโยชน์ เขียนลักษณะ ที่พึงบริบท	1	2	3	4	5

4.7 Comparing and contrasting เปรียบเทียบ และ แดกต่าง	1	2	3	4	5
4.8 Proofreading and editing ตรวจแก้ และ บรรณาธิการ	1	2	3	4	5
4.9 Sequencing ideas ใส่ความคิดที่ การเรียงกันตามลำดับ	1	2	3	4	5
Others (please specify): อื่นๆ ระบุ _____	1	2	3	4	5

Part B

ภาค B

Your experiences at the Self-Access Learning Centre (SALC)

ประสบการณ์ของคุณ ที่ 'Self-Access Learning Center (SALC)

1. What do you usually do at the SALC? Tick one or more boxes.

ตอนปกติ คุณทำอะไร ที่ SALC? กาเครื่องหมาย หนึ่งหรือมากกว่าหนึ่งช่อง

practice reading ฝึกอ่าน		prepare for course exam เตรียมเพื่อการตรวจสอบ เพื่อหลักสูตร	
practice writing ฝึกเขียน		watch video ดูโทรทัศน์	
practice speaking ฝึกพูด		relaxation การผ่อนคลาย	
practice vocabulary ฝึกคำศัพท์		play board games เล่นเกมกระดาน	
practice grammar ฝึกไวยากรณ์		use computer for typing ใช้เครื่องคอมพิวเตอร์สำหรับการพิมพ์ดีด	
practice listening ฝึกฟัง		use computer software ใช้เครื่องคอมพิวเตอร์สำหรับซอฟต์แวร์	
practice for a language exam (TOEFL, IELTS, TOEIC, etc.) ฝึกสำหรับ การตรวจสอบภาษา (TOEFL, IELTS, TOEIC, etc.)		use computer for social networking (e.g. facebook, myspace, etc.) ใช้เครื่องคอมพิวเตอร์สำหรับเครือข่ายทางสังคม	
see a writing tutor พบอาจารย์สอนเขียน		see a pronunciation tutor พบอาจารย์สอนออกเสียง	
		Others (please specify): อื่นๆ ระบุ	

2. How long do you spend for each visit at the SALC? Please tick (✓) one.

คุณใช้เวลาานานเท่าไร? แต่ละครั้งเพื่อเยี่ยมที่ SALC?

Less than 10 minutes น้อยกว่า นาที 10 _____

11 – 30 minutes 30 - 11 นาที _____

31 – 60 minutes 60 - 31 นาที _____

More than 60 minutes กว่า 60 นาที _____

3. For each item below, ask yourself how often it happens to you (1=never, 2=rarely, 3= sometimes, 4=often and 5=always). If it does not apply to you, please tick N/A.

สำหรับรายการด้านล่าง ถามตัวเองว่ามันเกิดขึ้นกับคุณ บ่อยไหม

(= 1ไม่เคย, = 2ไม่ค่อย = 3 บางครั้ง, 4บ่อยๆ = 5เสมอ) ถ้ามันไม่ได้นำไปใช้กับคุณ โปรดกาเครื่องหมาย N/A

SALC experiences	N/A	How often? บ่อยแค่ไหน				
		Never ไม่เคย			Always ตลอดเวลา	
3.1 I go to the SALC by myself. ฉันไปที่ SALC ด้วยตัวเอง		1	2	3	4	5
3.2 I go to the SALC with my friends. ฉันไปที่ SALC กับเพื่อนของฉัน		1	2	3	4	5
3.3 I go to the SALC with my instructor. ฉันไปที่ SALC กับอาจารย์ของฉัน		1	2	3	4	5
3.4 I use the materials at the SALC. ฉันใช้อุปกรณ์ที่ SALC		1	2	3	4	5
3.5 I easily find the materials I need. ฉันหาอุปกรณ์ที่ฉันต้องการอย่างง่าย		1	2	3	4	5
3.6 When my teacher asks me to work on something, I work at the SALC เมื่ออาจารย์ขอฉันทำงานบางอย่าง ฉันทำงานที่ SALC		1	2	3	4	5
3.7 I go to the SALC to work on things I decided to do myself. ฉันไปที่ SALC เพื่อทำงานที่ฉันตัดสินใจที่จะทำด้วยตัวเอง		1	2	3	4	5
3.8 I get help from SALC staff when I need		1	2	3	4	5

it. ฉันได้รับความช่วยเหลือจากเจ้าหน้าที่ SALC เมื่อฉันต้องการมัน						
3.9 Help from a tutor is available when I need it. ความช่วยเหลือจากครูที่สอนพิเศษสามารถใช้เมื่อฉันต้องการ		1	2	3	4	5
3.10 When I want to study at the SALC, there is enough space for me. เมื่อฉันต้องการเรียนที่ SALC ที่นั่น มีที่ว่างเพียงพอสำหรับฉัน		1	2	3	4	5
3.11 When my friends and I want to work at the SALC, there is enough space for us. เมื่อเพื่อนของฉันต้องการทำงานที่ SALC ที่นั่นมีที่ว่างเพียงพอสำหรับพวกเรา		1	2	3	4	5
3.12 When my class want to use the SALC, there is room for everybody. เมื่อชั้นเรียนของฉันต้องการใช้สถานที่ ที่ SALC ที่นั่นมีที่ว่างเพียงพอสำหรับทุกคน		1	2	3	4	5
Others (please specify): อื่นๆ ระบุ		1	2	3	4	5

4. How useful do you think the following SALC materials are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the material, please tick N/A.

ให้คะแนน อุปกรณ์ ต่อไปนี้ ให้คะแนนทั้งหมด (1 = ไม่มีประโยชน์เลย = 5 มีประโยชน์มาก)

หากคุณไม่ได้ใช้อุปกรณ์ โปรดกาเครื่องหมาย N/A (not applicable)

<i>Materials</i> อุปกรณ์	<i>N/A</i>	<i>How useful is it?</i> มีประโยชน์อย่างไร				
		<i>Not useful</i> ไม่มีประโยชน์เลย			<i>Very useful</i> มีประโยชน์มาก	
4.1 Graded readers ตำราต้นฉบับ		1	2	3	4	5
4.2 Fiction books หนังสือ นวนิยาย		1	2	3	4	5
4.3 Journals วารสาร		1	2	3	4	5
4.4 Magazines นิตยสาร		1	2	3	4	5
4.5 Encyclopaedias สารานุกรม		1	2	3	4	5

4.6 Dictionaries พจนานุกรม		1	2	3	4	5
4.7 Textbooks หนังสือเรียน		1	2	3	4	5
4.8 Computers เครื่องคอมพิวเตอร์		1	2	3	4	5
4.9 Computer programmes คอมพิวเตอร์โปรแกรม		1	2	3	4	5
4.10 CDs แผ่นซีดี		1	2	3	4	5
4.11 VCDs แผ่นวีซีดี		1	2	3	4	5
4.12 DVDs ดีวีดี		1	2	3	4	5
4.13 TVs โทรทัศน์		1	2	3	4	5
4.14 Board games การละเล่นบนกระดาน		1	2	3	4	5
Others (please specify): อื่นระบุ _____		1	2	3	4	5

5. What other materials would you like the SALC to provide?

คุณต้องการ อุปกรณ์อื่นๆอะไร ที่ SALC จะจัดหาให้?

6. How useful do you think the following SALC services are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the service, please tick N/A.

คุณคิดว่าบริการ ของ SALC มี ประโยชน์ อย่างไร

ประเมินค่าทั้งหมด (= 1 ไม่มีประโยชน์เลย = 5 มีประโยชน์มาก) หากคุณไม่ได้ใช้อุปกรณ์ โปรดกาเครื่องหมาย

N/A (not applicable)

<i>Services</i>	<i>N/A</i>	<i>How useful is it?</i> มีประโยชน์อย่างไร				
		<i>Not useful</i> ไม่มีประโยชน์			<i>Very useful</i> มีประโยชน์มาก	
6.1 Writing Consultation เขียนการปรึกษาหารือ		1	2	3	4	5
6.2 Speaking Consultation พูดการปรึกษาหารือ		1	2	3	4	5
6.3 Language Skills Diagnostic Tool อุปกรณ์ที่ช่วยในการค้นหาสาเหตุของความบกพร่อง เพื่อความสามารถ		1	2	3	4	5
Others (please specify): อื่นๆ ระบุ		1	2	3	4	5

7. What other services would you like the SALC to provide?

คุณต้องการ บริการอื่นๆอะไร ที่ SALC จะจัดหาให้ ?

8. How useful do you think the following SALC facilities are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the facility, please tick N/A.

คุณคิดว่า สิ่งอำนวยความสะดวก ของ SALC มีประโยชน์อย่างไร

ให้คะแนนทั้งหมด (= 1 ไม่มีประโยชน์เลย = 5 มีประโยชน์มาก) หากคุณไม่ได้ใช้ สิ่งอำนวยความสะดวก

โปรดกาเครื่องหมาย N/A (not applicable)

<i>Facilities</i> สิ่งอำนวยความสะดวก	N/A	<i>How useful is it?</i> มีประโยชน์อย่างไร				
		<i>Not Very useful</i> ไม่มีความ useful มีประโยชน์มาก				
8.1 Group study area บริเวณสำหรับการศึกษากลุ่ม		1	2	3	4	5
8.2 Individual study area บริเวณสำหรับการเรียนคนเดียว		1	2	3	4	5
8.3 Audio-visual area บริเวณสำหรับโสตทัศน		1	2	3	4	5
8.4 Computer area บริเวณสำหรับเครื่องคอมพิวเตอร์		1	2	3	4	5
8.5 Relax Corner มุมสำหรับการคลายความตึงเครียด		1	2	3	4	5
Others (please specify): อื่นๆ ระบุ _____		1	2	3	4	5

9. What other facilities would you like the SALC to have?

คุณอยาก SALC จะมีสิ่งอำนวยความสะดวกอื่นๆอะไร

10. Do you have any suggestions/recommendations to help improve the SALC?

คุณมีคำแนะนำเพื่อช่วยพัฒนา SALC ไหม?

This is the end of the questionnaire.

จุดสิ้นสุดของคำถาม

Thank you very much for your cooperation.

ขอบคุณมากสำหรับความร่วมมือของคุณ

Appendix 2

Tutor Survey/Questionnaire Consent Form and Questionnaire

Master of Education Dissertation

I, _____ (participant's name), understand that I am being asked to participate in a survey/questionnaire activity that forms part of Ms. La Trinidad Mina Mangmang's required coursework in the above-noted British University in Dubai Master's program. It is my understanding that this survey/questionnaire has been designed to gather information about the following subjects or topics:

- English language needs analysis
- experiences with the use of materials, services and facilities at the Self-Access Learning Centre.

I have been given some general information about this project and the types of questions I can expect to answer. I understand that the survey/questionnaire will be conducted in person and that it will take approximately 10 minutes of my time to complete.

I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment. The raw data will be offered to me within one month of the completion of the course assignment. If I decline it, it will be destroyed by the researcher. I will also be provided with a copy of the student assignment at my request.

I understand that the results of this activity will be used exclusively in the below-named student's University course assignment. I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this survey/questionnaire project as designed by the below named Ms. La Trinidad Mina Mangmang.

Name (in English)	
Course/s Taught	
Year and Level Taught	
Teaching Experience (years)	
Gender	Male _____ Female _____
E-mail Address	
Date	
Signature	

Please keep a copy of this consent form for your records. If you have other questions concerning your participation in this project, please contact me at:

Student name: La Trinidad Mina Mangmang

Telephone number: +66 090704 1445 email
address: 110037@student.buid.ac.ae

or my **British University in Dubai Module Supervisor** at:

Course instructor/tutor name: Dr. Yasemin Yildiz

Telephone number: +971 4 367 2106 email address:
yasemin.yildiz@buid.ac.ae

or the **British University in Dubai Dissertation Coordinator** at:

Coordinator name: Dr. Naz Awan

Telephone number: +971 4 364 4547 email address: naz.awan@buid.ac.ae

Thank you for agreeing to participate in my project.

Part A

Student Assessment and Needs Analysis

1. For each English language skill, rate how students who use the SALC generally perform and circle one of the numbers (1=very poor, 2=poor, 3=average, 4=good or 5=very good).

<i>Skills</i>	<i>How well do they perform?</i>				
	<i>Very Poor</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>
Listening	1	2	3	4	5
Writing	1	2	3	4	5
Reading	1	2	3	4	5
Speaking	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5

2. Rate how important these reasons are (for improving English) to students who use the SALC. Circle one of the numbers (1=least important; 5 most important).

<i>Reasons for improving English skills</i>	<i>How necessary is it?</i>				
	<i>least important</i>				<i>most important</i>
to prepare for career	1	2	3	4	5
to help with studies	1	2	3	4	5
to prepare for language test (e.g. TOEIC, IELTS, TOEFL)	1	2	3	4	5
for interest	1	2	3	4	5
Others (please specify): _____	1	2	3	4	5

3. Rate how each language skill is important to students who use the SALC.

Circle one of the numbers (1=least important; 5 most important).

<i>Language Skills</i>	<i>How necessary is it?</i>				
1. Listening	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <i>least</i> <i>most</i> </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <i>important</i> <i>important</i> </div>				
1.1 Listening for central ideas	1	2	3	4	5
1.2 Listening for specific information	1	2	3	4	5
1.3 Identifying key information	1	2	3	4	5
1.4 Identifying attitudes and feelings	1	2	3	4	5
1.5 Identifying roles and relationships	1	2	3	4	5
1.6 Anticipating and predicting	1	2	3	4	5
Others (please specify): _____	1	2	3	4	5
2. Speaking					
2.1 Pronunciation, intonation and stress	1	2	3	4	5
2.2 Interviewing and being interviewed	1	2	3	4	5
2.3 Suggesting and recommending	1	2	3	4	5
2.4 Organizing a topic	1	2	3	4	5
2.5 Asking for/giving opinions	1	2	3	4	5
2.6 Describing an experience	1	2	3	4	5
2.7 Reading aloud	1	2	3	4	5
2.8 Asking for/giving clarification	1	2	3	4	5
2.9 Requesting	1	2	3	4	5
2.10 Agreeing and Disagreeing	1	2	3	4	5
2.11 Oral presentations	1	2	3	4	5
Others (please specify): _____	1	2	3	4	5
3. Reading					
3.1 Increasing speed	1	2	3	4	5
3.2 Identifying key information	1	2	3	4	5
3.3 Note-taking	1	2	3	4	5
3.4 Guessing meanings from new vocabulary	1	2	3	4	5
3.5 Scanning and Skimming	1	2	3	4	5
3.6 Using grammar to understand a text	1	2	3	4	5
3.7 Predicting	1	2	3	4	5
3.8 Analysing questions and answers	1	2	3	4	5
Others (please specify): _____	1	2	3	4	5
4. Writing					
4.1 Organizing ideas	1	2	3	4	5
4.2 Giving reasons/explanations	1	2	3	4	5
4.3 Linking ideas	1	2	3	4	5
4.4 Constructing ideas	1	2	3	4	5

4.5 Constructing sentences	1	2	3	4	5
4.6 Using context-specific writing styles	1	2	3	4	5
4.7 Comparing and contrasting	1	2	3	4	5
4.8 Proofreading and editing	1	2	3	4	5
4.9 Sequencing ideas	1	2	3	4	5
Others (please specify): _____	1	2	3	4	5

Part B

Your experiences at the Self-Access Learning Centre (SALC)

1. For each item below, ask how often this applies to you (1=never, 2=rarely, 3=sometimes, 4=often and 5=always). If it does not apply to you, please tick N/A.

<i>SALC experiences</i>	<i>N/A</i>	<i>How often?</i>				
		<i>Never</i>		<i>Always</i>		
1.1 I go to the SALC with my colleagues.		1	2	3	4	5
1.2 I go to the SALC with my students.		1	2	3	4	5
1.3 I use the materials at the SALC.		1	2	3	4	5
1.4 I easily find the materials I need.		1	2	3	4	5
1.5 When I give my students to work on something, I suggest they work at the SALC		1	2	3	4	5
1.6 I go to the SALC when preparing my lessons		1	2	3	4	5
1.7 I get help from SALC staff when I need it.		1	2	3	4	5
1.8 Help from tutor is available when students need it.		1	2	3	4	5
1.9 When a student wants to study at the SALC, there is enough space for him/her.		1	2	3	4	5
1.10 When small groups of students want to work at the SALC, there is enough space for them.		1	2	3	4	5
1.11 When my class wants to use the SALC, there is room for us.		1	2	3	4	5
Others (please specify): _____		1	2	3	4	5

2. How useful do you think the following SALC materials are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the material, please tick N/A.

<i>Materials</i>	<i>N/A</i>	<i>How useful is it?</i>				
		<i>Not useful</i>				<i>Very useful</i>
2.1 Graded readers		1	2	3	4	5
2.2 Fiction books		1	2	3	4	5
2.3 Journals		1	2	3	4	5
2.4 Magazines		1	2	3	4	5
2.5 Encyclopaedias		1	2	3	4	5
2.6 Dictionaries		1	2	3	4	5
2.7 Textbooks		1	2	3	4	5
2.8 Computers		1	2	3	4	5
2.9 Computer programmes		1	2	3	4	5
2.10 CDs		1	2	3	4	5
2.11 VCDs		1	2	3	4	5
2.12 DVDs		1	2	3	4	5
2.13 TVs		1	2	3	4	5
2.14 Board games		1	2	3	4	5
Others (please specify): _____		1	2	3	4	5
Others (please specify): _____		1	2	3	4	5
Others (please specify): _____		1	2	3	4	5

3. What other materials would you like the SALC to provide?

4. How useful do you think the following SALC services are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the service, please tick N/A.

<i>Services</i>	<i>N/A</i>	<i>How useful is it?</i>				
		<i>Not Very useful useful</i>				
4.1 Writing Consultation		1	2	3	4	5
4.2 Speaking Consultation		1	2	3	4	5
4.3 Language Skills Diagnostic Tool		1	2	3	4	5
Others (please specify):		1	2	3	4	5

5. What other services would you like the SALC to provide?

6. How useful do you think the following SALC facilities are? Please rate all of them (1=Not at all useful; 5=Very useful). If you don't use the facility, please tick N/A.

<i>Facilities</i>	<i>N/A</i>	<i>How useful is it?</i>				
		<i>Not Very useful useful</i>				
6.1 Group study area		1	2	3	4	5
6.2 Individual study area		1	2	3	4	5
6.3 Audio-visual area		1	2	3	4	5
6.4 Computer area		1	2	3	4	5
6.5 Relax Corner		1	2	3	4	5
Others (please specify):		1	2	3	4	5

7. What other facilities would you like the SALC to have?

8. Do you have any suggestions/recommendations to help improve the SALC?

This is the end of the questionnaire.

Thank you very much for your cooperation.