

Factors affecting the use of the Self Learning Centre at the Bank of Thailand

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Abstract

The aim of the research was to find out factors affecting the use of the Self Learning Centre (SLC) at Bank of Thailand (BOT). The findings will be contemplated as a guideline for establishing future self-access centres that will open to the general public. The subjects were 50 personnel who used the SLC. The study was undertaken from 22nd to 30th August 2004. Their attitudes on factors influencing the use of the SLC were analysed from a questionnaire and informal talk. The results showed that the factors affecting the use of the centre were the provision of atmosphere, services, and learning materials. The bank personnel came to the SLC because they were satisfied with these facilities. Therefore, in establishing a self-access language centre for a community, factors that could foster a learning environment, such as quietness, light quality, the decoration of the rooms and service hours, should be considered. In order to give good services, librarians might help the users to set their goals, learning plans and so on. Moreover, learning materials should be up-to-date in content, and the centre should provide a variety of materials, i.e. those that are paper-based and computer-based as well as audio-visuals.

As we know, Thailand has always been a country with one official language, which is Thai; however, English is demanded in many institutions. The English language has become popular since we have to communicate with foreigners.

How important is English to Thai society?

According to Raksaphet (1991), knowledge in almost every field is available in English and many well-paid jobs in both public and private sectors look for people who have a good command of it. English has become essential for carrying out international business and strengthening the economy. For this reason, English courses have become compulsory for children from elementary level and above. Wongsothorn et al. (1996) report that about 99% of Thai students begin studying English at elementary level. English is a required language subject in annual national entrance examinations. Ultimately, this reflects the fact that the role of English in Thailand is quite important, as it is in many other developing countries.

Mountford (1986) points out some serious problems are hindering the success of English language teaching in Thailand. The problems include the lack of proper curricula, dry teaching styles that are overly concerned with grammatical details, inappropriate texts that are not related to learners' real interests, and a lack of opportunity for students to interact with one another in class.

Self-study

According to the National Education Act of Thailand (Office of the National Education Commission, 1999), the education system is based on the principle that all learners are capable of learning and self-development, and are regarded as the most important element in the process of teaching and learning. The goal of education should be to enable learners

to develop at their own pace and to the best of their potential. To meet these aspirations, self-study can be a good way forward.

Self-study is a kind of study where individuals learn on their own without any attention from an educational institution or tutor. Self-study promotes autonomous learning. All teachers wish for their students to become independent learners; however, helping them to do so can be difficult. On this point, Ellis & Sinclair (1989) state clearly that students can become autonomous when they take charge of their own learning. Providing self-access learning is one way of increasing responsibility in learning, thus encouraging learner autonomy. In addition, self-study supports the notion of life-long learning; for example, learning a language in class, even taking four or five courses at a university, may not be enough to make the students master the language. It is partly the teacher's duty to help them realize that they have to continue developing their language skills. Finally, no conclusion is better than Confucius's (551-479 BC) statement about the importance of self-study: "if you give a man a fish, you feed him for one day but, if you teach him to fish, you feed him for a lifetime".

Self-access language learning

In order to help learners to do self-study, it is interesting to understand Self-Access Language Learning (SALL). Gardner & Miller (1999) observe that the term 'self-access' is sometimes seen as a collection of materials and sometimes seen as a system for organising resources. It is an umbrella term involving an integration of a number of elements to provide a supportive learning environment; these elements include resources, people, management, individualisation, needs and wants analyses, learner reflection, counseling, learner training, staff training, assessment, evaluation, and materials development.

Sheerin (1991) argues that self-access is a way of describing learning materials that are designed and organized in such a way that learners can choose and work on tasks on their own, and obtain feedback on their performance, for example, by comparing their answers to a key which accompanies the material. Dickinson (1987), on the other hand, identifies self-access as being learners' ability to decide on what to do, what objectives to work on, what particular skill to work on and so on. Learners can find appropriate materials, know how to do particular activities, what to do first, and next, as well as how to self-assess.

The considerations above identify SALL in several ways, according to each writer's views; yet, in this study, SALL is seen as the systems that promote students' independent learning when that learning is done in accordance with their wants and needs. Students know their goal and how to achieve it step-by-step, as well as whether they have reached it yet. Furthermore, SALL needs to integrate various elements (helpers, resources, management, needs analyses, counseling, development of materials, etc.) in order to build a supportive learning environment.

Self-access centres

SALL is one approach to learning a language which takes place in a Self-Access Centre (SAC) (Cotterall & Reinders, 2001). A SAC consists of a number of resources in the form of materials, activities and support, usually located in one place. It is designed to accommodate learners of different levels, styles, goals and interests. The aim is to develop learner autonomy among its users (Gardner & Miller, 1999).

According to Gardner & Miller (*ibid*), SACs have the potential to promote learner autonomy in a number of ways. First, they provide facilities which allow learners to pursue their own goals and interests while accommodating individual differences in learning style,

level and pace of learning. Second, the resources have the potential to raise learners' awareness of the learning process by highlighting aspects of the management of learning, such as goal setting and monitoring progress. Third, SACs can act as a bridge between the teacher-directed learning situation, where the target language is studied and practised, and the 'real world', where the target language is used as a means of communication. Finally, SACs can promote the autonomy of learners who prefer, or are obliged to learn, without a teacher, by supporting their learning in the absence of an organised language course.

Therefore, SACs are set up in order to allow learners to do what they like in whatever manner they prefer with whatever materials they select, for a period they themselves specify.

Development of self-access learning in Thailand

In South East Asia, Thailand is one of many countries where SALL has grown rapidly over the past ten years. The idea of SALL is spreading to various schools, universities and language institutes. A large number of educational institutions have established a SAC and self-access corner in their institutes. Bank of Thailand (BOT) is one of many institutions that has realized the usefulness of SALL. So the governors of BOT decided to set up a SAC in order to encourage their staff members to develop themselves.

Self Learning Centre at Bank of Thailand

Since its establishment in 1994, BOT's Self Learning Centre (SLC) has been operating for staff members in order to serve three purposes (from a SLC report, 2004). The first one is the policy of the bank which aims at promoting and encouraging the bank personnel to self-develop their language learning according to the requirement of each department of the bank. The second reason is the personnel's own interest. They come for their own sake, such as preparing for TOEFL or IELTS in order to get a higher education. The last reason is for enjoyment or entertainment, for example, watching foreign films while waiting to collect their children from school.

The SLC is located on the third floor of the Union Building. The opening hours are Monday to Friday (7:30-18:30) and Saturday to Sunday (9:00-16:00). To run the SLC, there are five librarians on duty as helpers. Their role is to help the users who have problems using the centre. Moreover, they also give some advice to the users about language learning materials as well as orientate them to the resources and facilities. The users can ask for assistance from the helpers any time even though they are in their office rather than at the front desk.

The SLC consists of a computer lab, a sound lab, a multimedia room, a seminar room and an office. The computer lab is also provided for computer training. A sound lab is provided for the users to practise their listening skills and for testing the bank personnel's listening proficiency. The multimedia room houses nine computers for internet use and language learning. Another computer is used for registration, which requires the users, before entering the centre, to sign in by keying in their staff number through a registration program. In this room, 15 satellite televisions with video players are provided for watching films, videos and so on. There are also materials for language learning, such as grammar books, in-house materials that are the summaries of foreign films, and exercises for language practice after watching films; other materials are for specific purposes: English for Receptionists, Traveling, etc. The types of these materials are computer-based, paper-based, and audio-visuals such as cassette tapes, videos, VCDs and DVDs. The materials that the personnel can borrow from the centre are books, videos, VCDs and DVDs.

The seminar room is for training the users about the C.A.T.S. program, which is provided for BOT personnel who want to improve their language proficiency on the internet. To promote SALL to potential users, the bank has to pay some money for a C.A.T.S. license, which is calculated for each user and which must be renewed each year. For this reason, it is necessary to test SLC users in order to identify their language proficiency and determine whether they are suitable to take this program or not. The seminar room is also used for English language learning activities, such as ‘Speaking on Weekends’, ‘English for You’, ‘English Revisited’, ‘Learning English through Films’ and ‘Hello America’. These activities are run by a native teacher who comes from an educational institution.

Purposes of the study

As it is clear that self-access learning centres are important to help learners develop their language learning, it is interesting to study the factors affecting the use of such centres, so the results will be helpful for establishing any community centre. The SLC at BOT was chosen as the site of this survey since it seemed to be representative of other community centres. The centre will be for the general public who are workers/officers or others who want to learn by themselves.

Research methodology

The research was carried out during the week 22nd to 30th August 2004. The subjects of this research were 50 bank personnel who use the SLC at BOT. A questionnaire was distributed to 50 subjects while visiting the SLC. The time to work on it was about 10 to 15 minutes. The questionnaire was devised in Thai under the consultation of a supervisor and the librarians of the SLC at BOT. Then it was piloted by five MA participants at King Mongkut’s University of Technology Thonburi (KMUTT) in order to adjust any unclear points. The questionnaire contained three parts: part 1 was about the personal information of the subjects; part 2 was about the subjects’ attitudes towards SLC; and, whereas parts 1 and 2 were subject-oriented, part 3 asked about suggestions and recommendations for the improvement of the resources and facilities provided at the SLC.

The quantitative data from the subjects were studied and calculated as percentages, arithmetic means (\bar{X}) and grouping under the same theme, as shown in the following table.

Table: Overview of instrumentation

Research question	Instrument	Data analysis
What are the factors affecting the use of the Self Learning Centre at the Bank of Thailand?	Questionnaire	- Percentages - Means - Grouping under the same theme

The data from rating-scale statements in the questionnaire were interpreted according to the criteria, from 0 to 5. The criterion for identifying the mean values of the responses was that, if mean scores were higher than 2.5, subjects were deemed to agree with the questions; conversely, if scores were less than 2.5, they were deemed to show their disagreement.

Results

This study investigated four aspects of using the SLC: frequency of use, reasons for use, atmosphere, and services. Reference is made to items in the questionnaire (see Appendix).

Frequency of use

The data (from part 1, item 2, of the questionnaire) about frequency of use indicates that 50% of the users visited the SLC usually once or twice a week, 34% have used it only a few times since it has been in service, and 16% visited it usually more than twice a week. The open-ended part of the questionnaire (part 1, item 5) reveals that 50% of the users complained that there was some inconvenience due to limited time (i.e. lunchtime) and the location of SLC (on the third floor); so they did not come to the SLC again.

Reasons for use

Part 1 of the questionnaire (item 3), which is about the reasons for using the SLC, reveals that 80% of the users utilized the centre according to their own goals. This means that they had purposes before coming to the SLC (e.g. to pass language tests, such as TOEFL or IELTS, both of which aim at development and higher education). In contrast, 9.09% of the users reported that they had to go to the centre because of the bank's policy of asking the staff to develop themselves according to their current job requirements. Finally, a similar number of the users (10.91%) visited the centre for the purpose of enjoyment or entertainment (i.e. watching foreign films and waiting for their children).

Atmosphere

The majority (84%) of the bank personnel thought the atmosphere of the centre was pleasant; they pointed out that the atmosphere could promote self-access learning and motivate them to come to the centre. Nevertheless, 16% of them disagreed with this comment; they thought it was rather stressful to work in the centre and they wished to see a more relaxed atmosphere (e.g. by having trees and pictures in the centre).

It can be interpreted from the mean scores of the bank personnel's responses about the layout and design of the SLC (from part 2, items 1.2-1.4 and 1.6-1.8 of the questionnaire), all of which were higher than 2.5, that they have positive attitudes about these factors.

SLC users were satisfied with the quietness of the centre ($\bar{X} = 3.94$) and they agreed that the light in the centre was bright enough ($\bar{X} = 3.74$). The decoration of each room was attractive ($\bar{X} = 3.24$). Locating the computers next to the VCD/video players and TVs was appropriate ($\bar{X} = 3.14$). They also thought that the way the books were displayed was attractive ($\bar{X} = 3.12$). It can be concluded that the centre's atmosphere engages the users to come and utilize the centre.

Services

This section will present the services of the SLC and is divided into seven categories (a-g), as follows: number of staff, signing-in computer system, clear instructions, opening hours, circulation system, native-speaker consultation, and learning materials.

a) Number of staff

The data about services of the centre (from part 2, item 2.9) reveals that almost all the SLC users (98%) thought the number of librarians in the centre was adequate for giving services; only 2% thought that there were insufficient librarians.

b) Signing-in computer system

With regard to the signing-in computer, the data (from part 2, item 1.5) reveals that it is quite convenient for the users when visiting the centre; almost all the users (98%) agreed that it was useful. They said that it is very time-saving, especially during lunchtime. However, 2% of them did not like using it.

c) Clear instructions

Concerning the instructions provided in the materials and elsewhere, the respondents stated that the instructions were sufficient ($\bar{X} = 3.20$) and they were clear about the steps of how to use the materials ($\bar{X} = 3.26$). Consequently, they could access the materials easily ($\bar{X} = 3.16$).

d) Opening hours

The opening hours of the SLC ($\bar{X} = 3.62$) were appropriate for them; that is, they could go to the centre before or after work.

e) Circulation system

The SLC users thought that the procedure for borrowing equipment from the centre ($\bar{X} = 3.72$) was convenient.

f) Native-speaker consultant

They also thought that having a native-speaker consultant for suggestions about how to learn English successfully ($\bar{X} = 3.26$) was helpful. The data from part 3 of the questionnaire shows that the bank personnel were also happy with guidance gained from an experienced teacher of English, who is not a native speaker.

g) Learning materials

Several points pertain to learning materials: accessibility, location, learning activities and equipment.

- *Accessibility*

It was found from the mean scores that the trend of SLC users' attitudes was positive. They agreed it was convenient to find materials ($\bar{X} = 3.5$) and that the materials were interesting ($\bar{X} = 3.7$). They also stated that the content of materials provided was useful ($\bar{X} = 3.6$) and could serve their needs.

- *Location*

Although the centre has generally provided clear instructions and good places to locate the shelves of materials, there are some materials that have been placed in inappropriate corners. For example, newspapers and magazines were not placed in an attractive corner; they were behind the signing-in computer and, consequently, 70% of the SLC users did not know where the newspapers were kept. They thought there were no newspapers in the centre. Moreover 78% did not know where the magazines were. Nevertheless, the data (from part 2, items 4.8-4.9) indicates that the users who knew where to get the newspapers (30%) found that they were out of date; further, 22% of SLC users said there were magazines that were also out of date.

- *Learning activities*

The bank personnel were satisfied with the learning activities provided. They reported using 'Speaking on Weekends', 'English Revisited', 'English for You', 'Learning English through Films', and 'Hello America'. The trend of the SLC users' opinions was positive. The activity they liked most was 'Speaking on Weekends' ($\bar{X} = 4.13$); they said it provided an opportunity for them to practise listening and speaking with foreign teachers. 'English Revisited' was the second most popular activity ($\bar{X} = 4.04$) as it was deemed to be particularly useful for the users who are managers. The third activity was 'English for You'; the SLC users said it was useful ($\bar{X} = 3.98$). The fourth activity was 'Learning English through Films' ($\bar{X} = 3.96$). The last activity was 'Hello America', which they

thought was useful because it could support them to learn English by themselves ($\bar{X} = 3.88$); however, according to the data (from part 3, item 3), the users commented that the materials for 'Hello America' needed to be updated where possible.

- *Equipment*

The data (from part 2, items 3.6-3.9) reveal that the SLC users accepted that the number of computers in the centre was adequate for the services ($\bar{X} = 3.34$) and they also felt that the quality of the computers was good ($\bar{X} = 3.38$). They commented that there were sufficient videos and televisions ($\bar{X} = 3.20$) and that they were modern ($\bar{X} = 3.36$).

Discussion and implications of the findings

From the surveying of BOT personnel's attitudes towards the SLC, it could be inferred that the setting up of a SAC centre either for staff or the public, which is a community centre, needs consideration of several factors influencing its use. They are as follows:

Atmosphere

According to the results of surveying the bank personnel's attitudes towards the atmosphere of the centre, 84% of the users agreed that the SLC's atmosphere was supportive. This can imply that the quietness in a centre, the light, the decoration of the rooms and the way books are displayed can promote an atmosphere for learning; that is, the quietness in a centre can help its users concentrate. The brightness of the light can help the readers read or do any activities happily. The rooms should be attractive. For this reason, hanging plants, trees and pictures should be considered. Books also need to be displayed in an attractive corner and the shelves of books and materials should be easy to access.

The service hours should be long enough, as at the Bank of Thailand, where the users can use the centre for 10 to 12 hours a day from Mondays to Fridays and for 7 to 8 hours on Saturdays and Sundays. They should be able to use the centre before and after work or whenever they are free, which helps them spend their free time in a useful way. Also, they are likely to feel at ease doing activities there because they need not feel hurried.

Personnel preparation

At the bank's SLC, the librarians are very helpful and friendly, particularly in orientating the users to the centre, and helping them find materials and equipment and explaining how to use them. According to the results, it is clear that the majority (80%) of bank personnel have their own goal before going to the centre, so the SLC librarians do not need to help them setting goals or planning for language learning. Also, the librarians do not need to be keen on using English because there is a native speaker in the centre to give consultations.

However, the organizers of a SAC in the community should keep in mind that, unlike the bank personnel, users might not have any goals. For this reason, the librarians may have to assist them setting goals and plans. The librarians also have to prepare the users in their approach to language learning, learning strategies, etc. In addition, they should be service-minded and friendly. Further, they should know well about where the materials are kept and what kinds of materials are appropriate for practising language skills. For this reason, the librarians should be good at English in order to give some advice on what the users want and/or need; however, if they are not keen on speaking English, the centre should provide a native speaker or an English teacher to help the users in this matter.

Choice of materials

It is clear that the SLC provides a wide choice of materials that are useful for the bank staff's work and daily life (i.e. books and materials for specific purposes, audio-visuals, and the C.A.T.S. program). To expand the users' knowledge of English, the SLC organizers have provided a variety of materials (e.g. paper-based, computer-based and audio-visual). In corners of the centre, instructions are provided that explain pretty clearly the steps of how to use the materials. The materials (the CALL program, films, etc.) are always updated every month although there are some materials that are out-of-date and not placed in an attractive corner, such as magazines and newspapers.

Thus, SAC organizers should realize that, in terms of materials, centres should provide a variety of types, content, topics and levels of difficulty. As far as types are concerned, they should have materials that are paper-based, computer-based, and audio-visual. The content for language learning should be updated and have a variety of topics (such as news, sports, food, music, culture). The materials should be identified by their level of difficulty (i.e. simplified, abridged, or original), so that users can choose materials that suit them best. Instructions in the materials should be clear, especially for what the users have to do, and why and how they should use them. The instructions should be for every part or section of the materials; besides this, the language of all the instructions should be simple and/or have some examples for clarification.

In addition, to promote the materials, the organizers of the centres should announce to their users the arrival of new materials such as books, films and CALL programs. The organizers can use noticeboards, posters or signboards to introduce and/or announce materials, and such materials should be placed in an attractive corner.

Conclusion

This research study has attempted to find out what factors affect the use of the Self Learning Centre by personnel at the Bank of Thailand. The findings highlight the fact that the atmosphere of the centre, personnel preparation, and choices of materials have an effect on its use. An atmosphere in the centre should be provided to build a friendly learning environment. The factors that could build learning environments are the quietness of the centre, its light quality, the decoration of the rooms, the books displayed, the shelves of books and materials, and service hours. The organizers should consider a location for the centre that would be most convenient, such as the first floor. Related to personnel preparation, the librarians have to give suggestions about what and why the users have to learn by themselves, enabling them to set out their goal, learning plan and so on. Also, they should know about the centre. Moreover, they should have reasonable proficiency in English and, if they are not good at English, the centre should, from time to time, hire a native speaker or a teacher of English as an advisor of language. Materials selected should be designed for working and for daily life. They should be up to date and have variety in both type and content. Also, the instructions in materials have to be clear and sufficient to ensure the users understand what they have to do. Finally, it is expected that the implications of this study will be useful for other institutions that plan to have a self-access centre for their personnel or other people who are interested in establishing one; the information could also be applied in terms of adjustment to current or future centres.

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Appendix: Questionnaire

Dear Ladies and Gentlemen,

This is a survey research of an MA participant of King Mongkut's University of Technology Thonburi. This questionnaire aims to investigate your attitudes towards Self-Learning Centre (SLA) at Bank of Thailand. The data obtained would be useful to establish Self-Learning Centre which will be opened for public in the future. There are no negative consequences for you. Please be sincere to answer the items accordingly. All information you give will be kept confidential.

Part 1: Please put ticks (✓) into the box.

1. You are an official in the department of _____
 Sex Male Age _____ years
 Female
2. How often did you use the Self Learning Centre?
 Usually more than twice a week
 Usually once or twice a week
 Only a few times (since the beginning of Centre until now)
 Never
3. What is the reason that you come to use the Self-Learning Centre? (You can answer more than one)
 Your own interests Policy of Bank
 Others (please mention) _____
4. What are the methods you used most to find the materials you want? (you can tick more than one method)
 Ask a librarian
 Check from the instructions
 Walk straight to the shelf which displays the activities
 Get suggestions from colleague
 Other (please mention) _____
5. If you have never (or rarely) used the Self Learning Centre, could you tell us why?

Part 2: Please put a tick ✓ into the box or circle ○ the number you need according to the questions and the expression at each end of the scale.

1. Layout & the design of the centre

- 1.1 The atmosphere of the Centre is pleasant while using.
 Yes No
- 1.2 The light in the centre is bright enough
light 5 4 3 2 1 dim
- 1.3 The centre is quiet.
quiet 5 4 3 2 1 loud
- 1.4 The decoration of every room in the Centre is attractive.
attractive 5 4 3 2 1 unattractive
- 1.5 It is convenient in using computer to sign in.
 Yes No
- 1.6 The sound lab is well designed.
well 5 4 3 2 1 badly
- 1.7 It is appropriate to locate the computers next to video and television.
appropriate 5 4 3 2 1 inappropriate
- 1.8 Book display is attractive.
attractive 5 4 3 2 1 unattractive

2. Service of the centre

- 2.1 There are instructions everywhere or in every corner in the centre.
much 5 4 3 2 1 none
- 2.2 The instructions explain clearly and sufficiently.
clear 5 4 3 2 1 unclear
sufficient 5 4 3 2 1 insufficient
- 2.3 The shelves of materials are easy to find and easy to access.
agree 5 4 3 2 1 disagree
- 2.4 The number of study desks and seating are enough for service.
sufficient 5 4 3 2 1 insufficient
- 2.5 The study desks and seating are comfortable when sitting.
comfortable 5 4 3 2 1 uncomfortable
- 2.6 The service hours (7.30 a.m.- 6.30 p.m.) suitable for your needs.
suitable 5 4 3 2 1 unsuitable
- 2.7 When are the best service hours for you? (Chose only one answer).
 Monday-Friday 7.30 a.m. - 6.30 p.m.
 Monday-Friday 8.30 a.m. - 6.30 p.m.
 Saturday 8.30 a.m. - 6.30 p.m.
 Sunday 8.30 a.m. - 6.30 p.m.
 Everyday 8.30 a.m. - 6.30 p.m.
 Everyday 8.30 a.m. - 7.30 p.m.
 Other (Please mention) _____
- 2.8 The stages to borrow equipment (e.g. cassettes, head-phone) convenient.
convenient 5 4 3 2 1 inconvenient
- 2.9 There are enough librarians to help you in the Centre when you have problem.
 Yes No
- 2.10 Is it necessary to have an English teacher to give advice in the Centre?
necessary 5 4 3 2 1 unnecessary

3. Equipment of the centre

- 3.1 You are satisfied while using sound lab.
satisfied 5 4 3 2 1 unsatisfied
- 3.2 Materials in the sound lab are up-to-dated.
agree 5 4 3 2 1 disagree
- 3.3 The amount of materials in sound lab is enough for service.
sufficient 5 4 3 2 1 insufficient
- 3.4 The quality of materials of the sound lab is good.
 Yes No
- 3.5 You can access to sound lab very easily.
easy 5 4 3 2 1 hard
- 3.6 The amount of computers in the centre is enough for service.
sufficient 5 4 3 2 1 insufficient
- 3.7 The quality of computers in the centre is good.
 Yes No
- 3.8 The amount of video and television in the centre is enough for service.
sufficient 5 4 3 2 1 insufficient
- 3.9 Video and television are up-to-dated.
agree 5 4 3 2 1 disagree
- 3.10 The quality of video and television in the centre are good.
 Yes No

4. Materials in the centre

- 4.1 Book display is convenient to find.
convenient 5 4 3 2 1 inconvenient
- 4.2 The amount of books in the centre is enough for service.
sufficient 5 4 3 2 1 insufficient
- 4.3 Books are provided in the centre are interesting and useful.
interesting 5 4 3 2 1 uninteresting
useful 5 4 3 2 1 useless
- 4.4 Books are provided in the centre could serve your needs/purposes.
agree 5 4 3 2 1 disagree
- 4.5 Audio and videotapes are convenient to find.
convenient 5 4 3 2 1 inconvenient
- 4.6 The amount of audio and videotapes are enough for service.
sufficient 5 4 3 2 1 insufficient
- 4.7 The quality of audio and videotapes are good
 Yes No
- 4.8 There are newspapers in the centre.
 Yes No
- 4.9 There are magazines in the centre.
 Yes No
- 4.10 It is convenient to find newspapers and magazines.
convenient 5 4 3 2 1 inconvenient
- 4.11 There are authentic materials to convenient people.
 Yes No

5. Activities of the centre

According to your attitudes the following activities of projects are interesting and useful.

- 5.1 Practicing Listening and Speaking with foreign teachers project are:

“Speaking on weekends”

agree 5 4 3 2 1 disagree

useful	5	4	3	2	1	useless
“English 4 U”						
agree	5	4	3	2	1	disagree
useful	5	4	3	2	1	useless
“English revisited”						
agree	5	4	3	2	1	disagree
useful	5	4	3	2	1	useless
5.2 “Promoting self-learning by using series of “Hello America project”						
agree	5	4	3	2	1	disagree
useful	5	4	3	2	1	useless
5.3 “Learning English through watching foreign film project”						
agree	5	4	3	2	1	disagree
useful	5	4	3	2	1	useless

Part 3: Please answer following questions.

1. What other materials would you like the Self-Learning Centre to provide? (e.g. CALL program for practicing language ability through computer etc.)

2. What materials in this centre would you like to have more copies of?

3. If you have an opportunity to develop the Self-Learning Centre which aspects you want to recommend e.g. layout, service, equipment, materials, or activity of project. (Please mention.)

Thank you very much for your cooperation
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Researcher

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