Can a Self-Access Learning Center Really Help Language Learners?:
A Study of the Achievements of SALC Users and Non-Users in Learning an English Course

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Abstract

When a Self-Access Learning Center (SALC) was set up at Thammasat University, teachers worked hard to encourage students to practice their English skills there. Aiming to make students see the benefits of using the center, the researcher conducted a study to compare the achievements of SALC users with non-users in learning an English course. Understanding the purpose of this study, 58 students volunteered to be SALC users and 66 non-users. When the course ended, the data was collected and analysed from the pre-test and post-test results, the investigation of the students' log books, and the students' responses to structured interviews. Although the study found that the achievements of SALC users and non-users were not significantly different, the value of both groups as autonomous learners could be observed and teachers were recommended to nurture such desirable attitudes.

1. Introduction

The Self-Access Learning Center (SALC) of Thammasat University was established in 1997. It aims to provide students with opportunities to practice their English skills outside the classroom in accordance with their abilities, interests, and needs. It also aims to promote students' autonomous language-learning skills so that they can continue using their skills in their further studies and their careers (Language Institute, 1997). However, since the beginning of the SALC establishment, the teachers of the Language Institute have been trying hard to encourage students to use the center. At the earlier stages, having been aware that the transition from teacher-centered to student self-directed learning may be a very difficult task, teachers held a positive belief that they could gradually reduce direction and support while the students could develop maturity and confidence. The staff in the center were asked to keep track and keep records of the ways students used the SALC

closely, or as Gardner and Miller (1999) suggest, to keep 'learner profiles' so that teachers could help individual students as necessary. Four or five years passed by and, with analytical mind, the teachers found that most students went to the SALC just to fulfill the tasks assigned, i.e. to gain evidence that they used the SALC eight times in a semester. Some students made use of the SALC quite minimally; some went in, grasped some worksheets, and swiftly left. Despite the surplus of the facilities and resources, the students' independence and self-directedness were hard to perceive. If autonomous and lifelong learning is the ultimate goal of higher education, how, then, can an institution develop learner autonomy, develop environments in which learners can become more autonomous, and support learners in becoming more autonomous?

1.1 Background to the Research

Self-access learning has been coined with different terms: self-directed learning, autonomous learning, independent learning, open learning, resource-based learning and life long learning (Holec, 1981; Knowles, 1975; Shereen, 1989), and there have been many ways in interpreting and implementing the idea in different contexts. The Language Institute of Thammasat University, falling under the spell of those buzzwords, established a Self-Access Learning Center (SALC) in 1997 to provide environments that would support independent learning. The main purposes in setting up the SALC are usually listed in the course outline distributed to students at the beginning of the semester as: "to facilitate students' independent learning of English, to support students' learning in accordance with their own abilities, to enable students to learn English through a variety of media, to allow students to practice the skills they need, and to help students learn how to spend their time wisely improving their English proficiency." The SALC houses EFL books, worksheets, newspapers, magazines, audio and video tapes, CD-ROMs, and the Internet. The administrative and teaching staff have tried to ensure that the SALC has incorporated main key elements for a success to run a self-study center proposed by Gardner and Miller (1999). This means the SALC is rich with appropriate learning materials, facilities and facilitators. Here is the example from the university web site indicating how the SALC is well-equipped.

> *The SALC is located in the Audio-Visual Center of Rangsit campus. The SALC is open weekdays from 9 a.m. to 4:30 p.m. During the semester and at those times, a lecturer is available to provide a consultation service. The SALC consists of four separate rooms: SALC 1, SALC 2, SALC 3, and SALC 4.*

SALC 1 can accommodate 80 users. This room is divided into three sections as follows:
- Reading section where students can practice their reading skills through reading exercises (both Institute-developed and commercially-produced) which are graded according to levels of difficulty into beginning, intermediate, and advanced, or English I, II and III; a reading-skill development package (SRA); and a wide variety of English magazines and newspapers.

- Writing section where students can practice their writing skills through writing exercises (both Institute-developed and commercially-produced) graded in the same way as the reading materials.
- Listening section: This section mainly aims to provide listening exercises to students who have difficulties in going to the sound lab which is on the second floor of the center.

SALC 2 is equipped with 47 computers with headsets and microphones. Students can practice their English skills through using CD-ROMs and the Internet. This room is also open for lecturers to bring their students here during their scheduled class hours.

SALC 3 is divided into three sections as follows:

- Video section: There are 24 VCRs and TVs. Students can relax by watching movies of their choice from more than 400 movies available and they can also practice English through commercially-produced language-learning videos such as *Follow Me, Family Album U.S.A., Hello America*, and *Look Ahead*.
- Games section: This section can accommodate 12 users. Students can enjoy English-practice games like *Scrabble, Rich Game, Crossword, Australia Card Game, 20 Questions, Oxford Game, Wordy, Word Up, The Turn*, and *Speller Game*.
- Karaoke section: This section contains a CD player and a TV. It can accommodate 4 students at a time.

SALC 4 is divided into two sections as follows:

- Listening section: There are 62 listening booths with headsets. Students can practice their listening skills from exercises commercially-produced, from song cassettes, or from cable TV programs.
- Speaking section: This section is decorated in a living-room style. It is designed for students to practice speaking using commercially-produced exercises. Students can practice alone, in pairs, or in groups. Besides, the area can be used for other activities such as group discussions and workshops on speechmaking.

The investment on the SALC, up to now, has been very well supported, which appears to contradict the limited number of voluntary SALC users. This means that the majority of students use the SALC, not voluntarily, but only because they are required to do so. During the first or second months of the semester, some SALC rooms were almost empty. They became busy and overcrowded when the tasks or the log books were due or when the exam was coming up. This raised a lot of concerns of the people involved. According to Gardner (1999, pp. 114-115), a self access learning center should involve evaluation in two areas: the evaluation of its *efficiency* which is principally of administrative concern and the evaluation of its *effectiveness* which indicates the pedagogic concern. He interprets the two words as follows:

Efficiency measures the relationship between output and cost. In other words, it looks at value for money in terms of countable inputs like hours of access or frequencies of use ...[whereas]...*effectiveness*...measures how well pre-set goals are met.

Both concerns could be clearly perceived at Thammasat University through the striving of teachers to run various forms of compulsory modes to encourage students to use the SALC. For example, in 1997-98, studying in SALC was required as a component in the first year English foundation courses. Students could show the staff-stamped worksheets as proof of SALC using to their teachers. In 1999, students were 'told' that some materials in the SALC could possibly appear as part of the course final exams. In later years students' log books and portfolios which focused on task completion and the students' reflection on their learning process were assessed by teachers, making up about 5% of the total marks of foundation courses. Moreover, activities such as Mother's Day essay competitions, speech contests, card production and competition for Christmas, New Year's and Valentine's Days were overwhelmingly promoted. At the end of each semester the teachers of the Language Institute held a meeting in order to come up with a solution to revamp or revise the self-access component of the English courses to cater better to the students' interests and needs. The attempts seemed to contradict the autonomous spirit of the SALC. The compulsory nature of being SALC users integrated with the foundation courses took away the 'independence' that students were supposed to be developing. There were many remarks from the teachers, especially during the second semester of each year that students would feel frustrated if they were asked to do something similar to what they had already done in the first semester and that would result in the decreasing number of SALC users, which in turn would reduce the budget allotted by the university to the Language Institute. The researcher, as one of the teachers, often wondered if it would be possible that the students' enthusiasm in finishing the assigned tasks or practicing their English skills in the SALC would sustain voluntarily, not compulsorily. This means if the students could see the 'joy' and 'fun' of learning the language, they would develop more intrinsic motivation which would enhance their language acquisition.

In addition, from fifteen years of teaching experience at this university, the researcher found that the majority of the students here seemed to be deeply exam-oriented; they just worked to meet the grading requirement. Almost every time they were given an assignment or a task to do, they asked how many scores they would earn from the effort. This raised another concern that if the intrinsic motivation or autonomous learning was not developed in the learners, how could the teachers sustain the students' interest in learning or improving their language skills when they were no longer required to submit their SALC log books? If the students' Holy Grail was the grade or the scores they would get, the result from the achievement test may become evidence that would encourage students to be less reluctant to enjoy the facilities provided in the SALC. In fact, the students who

spent their time in the SALC were expected to get better results in the achievement test and acquire higher proficiency of the language than their peers who were SALC non-users. If this was the case, it was interesting to investigate the SALC users' test result and to gain insight of how and how much extra exposure to the target language in the SALC was involved in enhancing higher achievement and promoting self-directed learning. In other words, it was worth finding out what kind of activities in the SALC attracted the learners the most and whether the number of their visits and the length of each visit contributed to the success of language learning because these factors, as suggested by Rodgers (1987), are key elements in success of practice. The results of this study could help teachers gain insight that the pre-set goals of the SALC establishment are met in the way that students could really benefit from the self-directed learning efficiently and effectively.

1.2 Objectives of the Study

The purposes of this study were to:

1. compare the achievements of SALC users with those of non-users in learning an English course
2. study the relation of some components that may affect the learners' achievement, i.e. the number of SALC visits, the length of each visit, and the activities or materials used in the SALC
3. find the students' views on autonomous learning and their opinions about the SALC of Thammasat University

1.3 Scope of the Study

Population and Samples

The samples of this study were 124 students from the total of 1,121 first year students at Thammasat University. They were actually those who were attending the three assigned classes of the researcher. Before the study was started, the students were made to understand that their voluntary participation in the project would have no effect on the grade result of the course they were taking. This step was necessary because during that time students of foundation courses would earn 20 points from SALC attendance to make up the course grand total of 400 points. The teacher must make sure that none of the students would lose any of their 20 points from being SALC-users or non-users.

The first group of the students was requested to spend at least 8 visits to the SALC throughout the semester; they were given 20 guided tasks (a few examples are shown in the Appendix) to choose to work from and reflect their learning process in the log book. The second group could practice English in their own way, anytime and anywhere they

liked, or if they did not want extra practice of English, they could simply write down in their log books describing how they dealt with English homework and how they prepared for the midterm, listening and final exams. The latter could earn 20 points, too. After the explanation, 58 students chose to be SALC users while 66 preferred to be non-users.

2. Procedures

Data collection and analysis

1. An achievement test was designed based on the adaptation of the final exam pattern that had been regularly delivered at the end of the EL 172 course. It comprised 25 vocabulary, reading and grammar multiple choice items. If simply put, the test was a mini version of the class achievement test. It was tried out with 23 students of the same year in a different class and some improvement was made for reliability and validity before it was used as a pre-test and post-test for the study. The post-test was delivered 16 weeks after the pre-test. The data was analyzed with the mean, standard deviation and t-test.

2. Documentary data from the students' log books was analyzed quantitatively through the number of times and the length of each time the students visited the SALC, and the materials or activities the students chose to practice. The data was analyzed by correlation coefficient.

3. A structured interview was conducted to see the students' attitudes toward autonomous learning and their opinions about the SALC as a whole. The data was grouped and analyzed by percentage.

3. Findings

3.1 Results from the Pre-Test and Post-Test

There was no significant difference between the achievements of SALC users and non-users as can be seen from Table 1.

Table 1 Post-test Results of SALC Users and Non-users

Post-test	N	Mean	SD	Independent t-test
SALC-Users	58	17.97	3.03	T = - 0.63
SALC Non-users	66	18.30	2.90	Sig. = 0.74*

* Sig. = 0.05

However, when the paired t-test was used to compare how much development the students had made, it was notable, as shown in Table 2, that at the beginning of the course, the number of SALC users and their average pre-test score were slightly lower than those of non-users, but at the end of the course the SALC users showed somewhat higher development than the non-users. (The development value was 3.04 versus 2.38.)

Table 2 Pre-test and Post-test Results of SALC Users and Non-users

	N	Mean	Development	SD	t-test
SALC-Users					
Pre-test scores	58	14.93	3.04	3.10	t = 8.59
Post-test scores	58	17.97		3.03	Sig.= 0.00*
SALC Non-users					
Pre-test scores	66	15.92	2.38	3.11	t = 6.59
Post-test scores	66	18.30		2.90	Sig.= 0.00*

* Sig. = 0.05

3.2 The analysis of the Log Books

When the hypothetical factors were analyzed from the log books, it was found that:

1. The average number of SALC visits showed very little relation to the students' post-test score.

As in Table 3 below, the students visited the SALC 10.14 times on average. The 0.32 r-value means there was very little relation of the number of SALC visits with the post-test result, but the significance value which is less than 0.05 may indicate the likelihood that the more the students visited the SALC, the higher post-test scores they could get.

Table 3 Relation Between the Number of Visits and Post-test Scores of SALC-Users

	N	Mean	SD	R
Post-test result	58	17.97	3.03	r = 0.32
Number of SALC visits	58	10.14	0.51	Sig.= 0.01*

* Sig. = 0.05

  2. The length of each visit had no relation with the students' post-test scores.

When the length of each visit was averaged, it was found that the SALC users spent an average of 51.31 minutes per visit (see Table 4). However, their post-test scores had no relation and no significance to the study time they spent in the SALC.

Table 4 Relation Between the Length of Each Visit With the Post-test Scores of SALC-Users

	N	Mean	SD	R
Post-test result	58	17.97	3.03	r = 0.04
Length of each visit (minutes)	58	51.31	10.30	Sig.= 0.74*

* Sig. = 0.05

3. SALC non-users were surprisingly working as many times as SALC users.

It was interesting to see from the log books of the SALC non-users that they were also practicing English regularly, even though they recorded only how they dealt with their homework and prepared for the exams. From Tables 5 and 6, it can be seen that non-users spent an average of 10.03 times practicing English outside class and they spent an average of 53 minutes at each sitting. Nevertheless, the correlation coefficient (r = -0.27 and -0.38) showed a low significance between their practice time and their post-test result.

Table 5 Relation Between the Number of Practice Times and Post-test Score of SALC Non-users

	N	Mean	SD	R
Post-test result	66	18.30	2.89	r = -0.27
Number of practice times in Log book	66	10.03	0.24	Sig.= 0.02*

* Sig. = 0.05

Table 6 Relation Between the Length of Each Practice With the Post-test Score of SALC Non-users

	N	Mean	SD	R
Post-test result	66	18.30	2.89	r = -0.38
Length of each practice (minutes)	66	53.00	13.65	Sig. = 0.76*

* Sig. = 0.05

4. The preferred activities in practicing English of SALC users and non-users were very similar.

When the investigation of the log books was focused on the materials or the activities with which students chose to practice English, it was found that the learning activities of both groups of students were alike. The top four activities the students enjoyed included watching movies, listening to songs, reading magazines, and surfing the Internet. The summary of top ten learning activities of both SALC users and non-users is shown in Table 7.

Table 7   Summary of Activities and Learning Media Preferred by SALC Users and Non-users

Learning activities in SALC	No. of students	%	Learning activities outside SALC	No. of students	%
1. watching movies	53	91.3	1. watching movies	66	100
2. reading magazines	38	65.5	2. listening to songs	56	84.8
3. listening to songs	28	48.2	3. Internet + chat + email	34	51.5
4. internet + CD- ROMs	28	48.2	4. reading magazines	30	45.4
5. practicing listening	27	46.5	5. reading fiction stories	30	45.4
6. playing games	16	27.5	6. reading newspapers	26	39.3
7. practicing reading	15	25.8	7. playing games	19	28.7
8. playing crosswords	15	25.8	8. watching TV + UBC	17	25.7
9. doing supple- mentary exercises	13	22.4	9. listening to English radio programs	12	18.1
10. practicing grammar	10	17.2	10. singing karaoke	11	16.6

There were also a few activities, not shown in the table, which a few students from both groups tried to do, such as reading cartoons (English version), vocabulary review and playing hangman.

3.4   Results from the Interview

The results from the structured interview show the students' opinion in three areas. (This, unfortunately, was not an in-depth interview; it was just a whole class mode of asking-answering questions and sharing opinions.) The three areas include students' decision in becoming SALC users and non-users, their perception and acceptance of autonomous learning, and their opinions about the SALC.

1. Why did the students decide to be SALC users or non-users?

The first three reasons of SALC users ranked from the desire to develop all four English skills, the enjoyment expected to be gained from SALC materials and activities, and the availability and easy-access of the center. The reasons of the non-users included having no free time, enjoying the feeling of having no obligation, preferring being at home to studying in a crowded place. The other reasons given by the students are shown in Table 8.

Table 8 Students' Reasons for Choosing to be SALC Users and Non-users

Reasons to be SALC users	No. of students	% (N=58)
1. want to develop all four skills	35	60.3
2. hope to enjoy SALC activities/materials	28	48.3
3. the SALC is easy to access	17	29.3
4. enjoy the surplus of SALC learning facilities	13	22.4
5. enjoy the convenience of getting learning resources	12	20.7
6. want to spend free time wisely	10	17.2
7. like to be with friends	3	5.2
8. want new experience	1	1.7
Reasons to be non-users	**No. of students**	**% (N=66)**
1. have no time to go to the SALC	21	31.8
2. enjoy the feeling of having no obligation	17	25.8
3. prefer being at home to studying in a crowded place	17	25.8
4. more convenient and comfortable to study outside SALC	12	18.2
5. the opening hours of the SALC do not match with their class schedule	5	7.6

2. Were they happy with their decision?

When the students were asked if they were satisfied with their decision in being in either group, 44 SALC users were pleased with their decision while 14 of them found out that they could not keep their commitment to practice English in the SALC because they had problems with time management. On the other hand, 6 of 66 non-users felt that, from their peers' description of SALC activities, they could have enjoyed practicing English more in the SALC if they had chosen to be SALC users; they promised to join the SALC activities that they had missed in the subsequent semesters.

3. How many students showed perception and acceptance of autonomous learning?

When asked about their perception and acceptance of autonomous learning, all of the students from both groups realized that self-directed learning was very important for higher education. They were also happy that the university had set up the SALC to provide opportunities for them to study at their own pace and they wanted longer opening hours of the SALC. The students' opinions can be shown in Table 9.

Table 9 Students' Opinions about Autonomous Learning and the SALC

	Agree		Disagree	
	N	%	N	%
1. Autonomous learning is very important for higher education.	124	100	0	0
2. Without log book keeping, students still exercise their autonomy.	124	100	0	0
3. Every institution should have a self-access learning center.	115	93	9	7
4. Students are satisfied with the SALC of the university.	100	81	24	19

In addition, there were some students who expressed their opinion more openly. Twelve students insisted that they regularly studied on their own without guidance from teachers or going to the SALC. One of the SALC users said, *"Although the teacher doesn't ask me to go to the SALC, I think I will go there because there are a lot of materials that I can use free of charge. I like watching movies and I don't want to buy tickets, so I can enjoy the movies from the SALC."* A SALC non-user said, *"I know that English is important, but I can practice everywhere; I don't have to go to the SALC."* Ten students commented that they wanted more challenging tasks rather than the log book keeping. One student suggested that the English teacher should take the class to the SALC once a week so that they would have a better way to make full use of the SALC facilities.

4. In what aspects did the students find the SALC of Thammasat University beneficial to them?

Over 70% of the students said they liked the materials provided by the SALC, but about 20% of them complained that the staff and the consultant teachers were not very helpful. They also requested that the opening time of the SALC should be extended to nine or ten in the evening or it should be open on weekends, too.

4. Discussions and Recommendations

4.1 Discussions

The result of no-significant difference in the achievements of SALC users and non-users may have resulted from the following reasons:

1. SALC users and non-users viewed autonomous learning in the same way.

All samples from both groups agreed that autonomous learning is very important for higher education and also 100% of them pointed out that even when there was no obligation of log book keeping, they still spent some time learning and practicing English by themselves outside class (see Table 9). The sense of responsibility they had for their own learning agreed with Vanichdee (2003), who had summed up that autonomous learners are/should be responsible for their own learning and always seeking more and more knowledge or skills at their own pace. It is thus not surprising to see that, when the students from both groups recognized their own roles in studying, the results of the achievement test did not show a significant difference. This indeed is a very good sign that students seem to accept their responsibility, although teachers may need to watch closely to see if students are moving in the right direction. The number of SALC non-users (66), which outweighed the number of SALC users (58), may reflect the self-awareness on the part of the learners, indicating that they did not desire or require teacher guidance in their independent learning activity. The nearly equal amount of practice time of the students in both groups may suggest that compulsion is not the best way to increase the time they spend learning independently. Also, the desire to prove that they could have their private domains in studying may have motivated the SALC non-users to be competitive to their peers in terms of the number of practice times and the length of each sitting, which were slightly higher.

2. SALC users and non users practiced English in the same way.

There is another factor that may have brought about the similar test results from both groups. It was found out later that while the SALC users enjoyed the facilities provided by the SALC and the non-users practiced English in their own way, the top ranked activities they enjoyed were the same activities, namely: watching movies, reading magazines, listening to songs, and surfing the Internet. The popularity of such activities which some people referred to as 'edutainment' seemed to support affective aspects of the learners. Students chose to do what they enjoyed. Very few SALC users went for the in-house developed materials that supported the classroom content such as grammar supplementary exercises, vocabulary review, test preparations, and reading graded materials. In fact, such materials should have helped improve their achievement scores, but SALC users made minimal exploration through those materials. The evidence of their selection could be clearly seen

when, for example, nearly all SALC-users completed Task 2/watching movies, while very few tried Task 9 or 10 which involved relative clauses and adverbial clauses (see Appendix). Hence, when the learners were evaluated by the *achievement test,* which usually reflects how much of the training, content or materials presented in a particular class were absorbed, it was not surprising that the test results of the SALC users and non-users were not significantly different. Both groups of students were doing the same thing. They were being exposed to the language in general areas rather than to a specific area as focused on in the class. If the subjects of this study had been evaluated by a *proficiency test,* which measures globally how much of a language a learner has acquired over a period of time from ALL sources, the findings might have been different. The students may have acquired the language naturally and improved their skills through the activities they liked. In this study, the students from neither group had chosen the materials that would help increase their final exam scores; they chose the activities that they enjoyed to fulfill the partial requirement of the course.

4.2 Recommendation for Developing Autonomous Learning

Based on the review of the earlier study of Sribayak and Boonsuwan (1998), the mean score of Thammasat University students' readiness in autonomous learning had been 2.74, while the readiness and awareness in autonomous learning of the students in this study could be perceived from 100% of them. None of the students disagreed with the philosophy of self-directed learning (as seen in Table 9). This attitude may have been developed because the students recognize their own roles through religious beliefs or explicit instructions from teachers and parents. In Thai society, Buddhists often hear "Attahi Attano Nato", which means "one must lead oneself towards an accomplishment." Likewise, a Christian may be familiar with the saying, "God will help those who help themselves." Nobody could give them help unless they want it.

Additionally, when the students showed perception and acceptance of autonomous learning, the procedures which have been practiced at Thammasat University and probably elsewhere in guiding students to self-directed learning should be pursued. This means when the students' readiness in being autonomous learners has significantly increased, it should be carefully nurtured. There are many necessary elements that help develop, sustain, and enhance learners' understanding and experience of self-access learning, two of which are recommended in this paper:

Firstly, learners should be trained how to learn. The orientation session about the SALC on the first day or the first week of a semester should be an indispensable component of a language course. Gremmo and Riley (1995) claimed that if the resource centers are to be successful, they must provide some sort of learner training. The training is a step that helps learners understand the nature of language learning and acquire knowledge and skills they need to pursue their learning goals in an informal and self-directed manner (Tudor, 1996, p. 37). In fact, this kind of practice has been valued by teachers of the Language

Institute; they usually give a clear picture of the SALC and how students can use every section profitably at the beginning of each semester.

Secondly, as learners spend their time more outside class than inside, incorporating classroom tasks with real world opportunities should be beneficial to them. In an EFL situation such as Thailand, students have very few opportunities to use language outside class, the SALC, therefore, can be a perfect place where students can see models and gain more exposure to authentic language use. If the teachers carefully design their assignments, the learners may feel more challenged and want to spend longer time in the SALC rather than elsewhere. As commented by students at the interview, the current practice of the Language Institute, asking students to keep portfolios or log books, may need reconsideration and reformulation to make the task more challenging.

4.3 Recommendation for Further Study

It was found from the students' log book analysis that the most popular activity in practicing English among the students was watching movies. As a result, it is interesting to further investigate how much acquisition and learning can be gained from such an activity. Also, when selecting a test type for a study, a researcher may have to take several aspects into consideration. In this study, expecting SALC users to get better grades if they spent more time in the center, the researcher measured the students' final results of their study using an achievement test. Such a test shows what level students attain after they finish a particular course. In fact, in this study the students were, more likely, developing their English skills in the SALC or outside SALC globally, not in a particular area; thus, the proficiency test could have been a more suitable research tool.

5. Conclusion

The study found that the existence of the SALC of Thammasat University is well-valued by most students, which means the administrative concern has been achieved. The facilities and resources have done their jobs perfectly well. For the pedagogic concern, the beliefs and practices of the teachers, SALC staff and students about autonomous learning may need consistent support. Some SALC staff and consultant teachers were seen as not giving sufficient assistance to students, while students themselves, in particular, should be encouraged to make fuller use of the center for 'serious' learning rather than only for 'edutainment.'

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Appendix

Examples of tasks assigned to SALC-users

Self-study activity	Task 2	Movie

Start: ……………………....a.m./p.m.   Finish:………………………………..a.m./p.m.

Date: ………………………………   SALC 3

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1. Watch a movie in SALC 3.

2. The movie title:

    …………………………………………………………………...

3. Type of movie: ☐ comedy   ☐ romantic   ☐ thriller ☐ ……………………………

4. Main actors/actresses:

    ……..……………………………………………………………………………………....

5. Summary of the story:

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    ………………………………………………………………………………………………

    ………………………………………………………………………………………………

6. Do you like this film? Why or why not?

    ………………………………………………………………………………………………

    ………………………………………………………………………………………………

    ………………………………………………………………………………………………

7. How would you rate this movie?

    ☆   ☆☆   ☆☆☆   ☆☆☆☆   ☆☆☆☆☆

| **Self-study activity** | Task 9 | **Relative Clauses** |

Start: ………………………..a.m./p.m.   Finish:……………………..………..a.m./p.m.

Date: ……………………………….   SALC 1

1.   The explanation of this topic is _____.

    ☐ clear and easy to understand   ☐ not clear and difficult

2.   The exercises are _____.

    ☐ easy   ☐ just right   ☐ too difficult

3.   After finishing the exercises, I feel _____.

    ☐ I have had enough practice
    ☐ I must study and practice more
    ☐ I am confident for the test

4.   The sample sentences that I like most are:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

5.   Do the exercises help you improve your English skills?

    ☐ a lot ☺   ☐ so, so ☺   ☐ not at all ☹

| Self-study activity | Task 10 | Adverbial Clauses |

Start: …………………………..a.m./p.m.   Finish:……………………………..a.m./p.m.
Date: …………………………………   SALC 1

1. The explanation of this topic is _____.

      ☐ clear and easy to understand   ☐ not clear and difficult

2. The exercises are _____.

      ☐ easy   ☐ just right   ☐ too difficult

3. After finishing the exercises, I feel _____.

          ☐ I have had enough practice
          ☐ I must study and practice more
          ☐ I am confident for the test

4.   The sample sentences that I like most are:

      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

5. Do the exercises help you improve your English skills?

          ☐ a lot ☺   ☐ so, so ☺   ☐ not at all ☹