

Abstract¹

This paper reported on a study on English self-access learning and the use of the university's English Self-Access Center by Prince of Songkla University (PSU) undergraduate students.

Aspects under investigation included activities and time the subjects spent on English self-access learning. Also examined were reasons for undertaking or not undertaking this learning mode. In addition, the study covered aspects related to the services and use of the university English Self-Access Center (ESAC).

A questionnaire was distributed to students of five disciplinary groups. Five hundred and sixty three copies of the questionnaire, out of 600 distributed, were returned. Sums and percentages were used in presenting the findings. Results showed that most PSU students did undertake self-access learning. However, students did not put sufficient effort to the self-access learning activities due to various reasons. Additionally, the ESAC itself has not yet effectively attracted students' interest and offered satisfactory facility. Besides, its existence was not known to around one-third of the questionnaire respondents.

Recommendations for implementing self-access learning to Prince of Songkla University students and for improving the university ESAC were offered.

¹ This research project was supported by The Department of Languages and Linguistics, The Faculty of Liberal Arts, Prince of Songkla University, Hat Yai.