Attitudes of English Preparatory School Students' towards Using Technology at the Students'Self Study Centers

Makbule Nurtunç Köseoğlu

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Prof.Dr.ElvanYılmaz
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Educational Sciences.

Asst. Prof. Dr.Hüseyin Yaratan
Chair, Department of Educational Sciences

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science Educational Sciences.

Assst. Prof. Dr. Bahire Efe Özad
Supervisor

Examining Committee

1.Asst. Prof. Dr. Bahire Efe Özad _____

2. Asst. Prof. Dr. Hüseyin Yaratan _____

3. Asst. Prof. Dr. Naciye Kunt _____

ABSTRACT

Student Self Study Centers are educational places where students can find a variety of materials, some of which are technology based, in order to improve their English on their own. Students who use self-study centers have a chance to work on educational materials that include reading, writing, listening, speaking, grammar and vocabulary. Some of these educational materials are paper-based, but others are technological like computers, CD players, DVDs and TV and are used to enhance their study skills in learning English. Technological equipment are very important because they help learners to learn on their own and also enable them to monitor their learning. For instance, computers are versatile; facilitate learning and make it more enjoyable.

The present study was conducted to explore attitudes of Eastern Mediterranean Preparatory School (EMU,EPS) students towards using Student Self Study Center (S.S.S.C) in 2009 Academic Year Spring Semester. The study aims to find out if there is any relationship between students' use of S.S.S.C with respect to gender and school of graduation. Also, the study aims to investigate students' attitudes towards using technology in S.S.S.C in general and technological materials in particular.

For the study, quantitative research methodology was used, and a questionnaire was prepared and distributed to students at S.S.S.C during the open access hours and lesson hours. 157 students participated in the study. 52 of them answered the questionnaire during the open access hour and 105 of them answered the questionnaire during the lesson.

Findings indicate that the majority of students agreed on the benefits of CD players, DVDs, TVs and computers in education and in learning English. In addition to this, findings reveal that a majority of the students do not use CD players or watch DVDs in S.S.S.C, but they like using them in their free time. Also, it was found that they enjoy going to and studying at the S.S.S.C. Cross-tabulation findings reveal that in some situations gender and school of graduation influence students' attitudes. For example, female students watch DVDs in S.S.S.C more than male students. Another example is that State school graduates do homework in S.S.S.C more than Private school and College graduates. In conclusion, the matereials in S.S.S.C could be updated and also more encouragement could be given to students to use S.S.S.C more efficiently. Further research can be conducted to explore teachers' attitudes towards S.S.S.C.

Keywords: Student Self Study Center, Technology, Education, English, Materials, Eastern Mediterranean University, Preparatory School.

ÖZ

Öğrenci Bireysel Çalışma Merkezi, öğrencilerin kendi kendilerine İngilizcelerini geliştirmek için bazıları teknoloji tabanlı olan değişik materyalleri bulabildikleri eğitim yerleridir. Öğrenci Bireysel Çalışma Merkezi'ni kullanan öğrenciler; okuma, yazma, dinleme, konuşma, dilbilgisi ve sözcük dağarcığı içeren eğitim materyalleriyle çalışma şansına sahip olabilirler. Eğitim materyallerinin bazıları kağıt bazlı olduğu gibi İngilizce öğrenmedeki çalışma becerilerini geliştirmede kullanılan bilgisayar, CD çalar, DVD ve televizyon gibi teknolojik materyaller de vardır. Teknolojik araçlar öğrencilerin kendi kendilerine öğrenmelerini ve öğrenmelerini denetlemelerini sağlaması açısından çok önemlidir. Örneğin; çok yönlü olan bilgisayarlar öğrenmeyi daha kolay ve zevkli hale getirmektedir.

Bu çalışma Doğu Akdeniz Üniversitesi Hazırlık Okulu 2008/2009 Bahar Dönemi öğrencilerinin Öğrenci Bireysel Çalışma Merkezi'ni kullanımı ile ilgili tutumlarını araştırmak için yapılmıştır. Çalışmanın amacı cinsiyet ve mezun oldukları okul bazında Öğrenci Bireysel Çalışma Merkezi'nin kullanımı ile ilgili olarak tutumlarını incelemektir. Ayrıca araştırmanın diğer bir amacı da öğrencilerin genel olarak Öğrenci Bireysel Çalışma Merkez'indeki teknolojiye karşı tutumlarını ve özel olarak da teknolojik materyallere karşı tutumlarını araştırmaktır.

Nicel araştırma yöntemi kullanılarak, bir anket hazırlanıp Öğrenci Bireysel Çalışma Merkez'indeki öğrencilere serbest zamanlarında ve ders saatlerinde dağıtılmıştır. Çalışmaya 157 öğrenci katılmıştır. 52 öğrenci, anketi serbest zamanlarında cevaplarken, 105 öğrenci ise ders esnasında cevaplamıştır.

Bulgular gösteriyor ki; öğrencilerin büyük çoğunluğu CD çalar, DVD, televizyon ve bilgisayarın eğitimde ve İngilizce öğrenmede faydalı olduğu konusunda hemfikir olmuşlardır. Buna ek olarak, çıkan sonuçlara göre birçok öğrenci Öğrenci Bireysel Çalışma Merkezi'nde CD çalar kullanmaz ve DVD izlemezken, boş zamanlarında CD çalar kullanarak, DVD izlediği ortaya çıkmıştır. Ayrıca, Öğrenci Bireysel Çalışma Merkezi'ne zevkle giderek çalıştıkları da ortaya çıkmıştır. Çapraz tablo sonuçları, bazı durumlarda cinsiyet ve mezun olunan okulların, öğrencilerin tutumlarını etkilediğini ortaya koymaktadır. Örnegin, Öğrenci Bireysel Çalışma Merkezi'nde kız öğrenciler erkek öğrencilere göre daha çok DVD izlemektedir. Başka bir örnek ise, devlet okullarından mezun öğrenciler Öğrenci Bireysel Çalışma Merkezi'nde özel okul ve kolejlerden mezun öğrencilere göre daha çok ödev yapmaktadırlar. Sonuç olarak, Öğrenci Bireysel Çalışma Merkezi'ndeki materyaller yenilenip ve öğrenciler daha çok cesaretlendirilerek Öğrenci Bireysel Çalışma Merkez'i daha etkili şekilde kullanılabilinir. İleriki araştırmalar, öğretmenlerin Öğrenci Bireysel Çalışma Merkezi'ne karşı tutumlarını inceleyebilir.

Anahtar Kelimeler: Öğrenci Bireysel Çalışma Merkezi, Teknoloji , Eğitim, İngilizce, Materyallar, Doğu Akdeniz Üniversitesi, Hazırlık Okulu

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To my children,

İsmail and Bayram

You are my life...

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Chapter 1

INTRODUCTION

Student Self Study Centers (S.S.S.C) are access centers which aim to provide students opportunities to develop themselves independently in the language they are learning. However, there are not many students who use S.S.S.C in the English Preparatory School (EPS), at the Eastern Mediterranean University (EMU). The problem is that not enough students use S.S.S.C for the purpose of learning English. The reasons behind this could be that students may not be autonomous learners or the materials need to be renewed. Sheerin (1997) indicates that self access centers supply materials which encourage learner independence. Students are more active in choosing their own objectives and learning programs. Sheerin (1989) maintains that self-access center materials assist learners to assess their own performance and also control their own learning. Detaramani and Chan (1999) assert that self-access helps learners to be responsible, diligent and motivated. They can decide effectively on; what to learn; how to learn; which area to develop; and which is the most useful method. Self-Access refers to materials and other resources that learners take advantage of learning independently. It allows learners to select the materials and activities according to their individual learning experience.

Morrison (2008) states that the technological roots of self-access come from language laboratories in the 1950's and the 1960's. Morrison (2008) indicates that Sheerin (1991) and Benson (2002) trace the origins of self-access language learning

to the Council of Europe's work, which was set up in the 1960's as CRAPEL. The University of Cambridge (1982) and CRAPEL (1985) developed learning resource centers. From these learning resource centers, modern-day self-access centers (SACs) developed. The growing acceptance of the self- access approach particularly in Europe, South America and South-East Asia has increased the number of self-access centers (Morrison, 2008).

Parallel to the technological developments, S.S.S.Cs also started to be equipped with computers and other technological devices. Computers are in our daily lives. With a computer you can watch a movie; listen to music or watch a video on the computer. Moreover, you can read a book or write an e-mail on computers. This shows that all the technological equipments converge on computers. This advantage gives students opportunities to improve their language learning on a computer.

1.1 Context of the Study

The present study took place in the Student Self Study Center (S.S.S.C) of the English Preparatory School (EPS) of the Eastern Mediterranean University (EMU) which is located in North Cyprus. EMU was established in 1979. With its 8 faculties and 3 schools, it offers education in medium English. There are students from 68 countries and faculty members from 35 countries. Its programs are recognized by the Council of Higher Education in Turkey. In 2005, EMU obtained full membership of the European University Association (EUA) and the International University Association (IUA). In 2006 the university became a full member of the Community of Mediterranean Universities (CMU) and of the Federation of the Universities of the Islamic World (FUW) (Emu's web page: http://emu.edu.tr).

In the 2008/2009 Spring Term in EPS at EMU, there were over 600 students. Apart from students from North Cyprus, the majority of the students at EMU, EPS are from Turkey and third world countries. After students have been accepted to the university and departments, students have to take the Eastern Mediterranean Preparatory School (EMU, EPS). proficiency exam. The reason is that, EMU is an English medium university and requires students to be proficient in English. There are two parts to the exam. In the first part, students are tested on grammar, vocabulary, reading and a cloze test. If they receive a score of 60 or more they have the right to have an exam on listening, writing and speaking. This shows that their English level is intermediate or higher. If the students do not pass part 1, they are placed according to their scores in the exam. If the students pass their second exam with a score of 60 or above, they have the right to start their courses. If they do not pass the exam, they become either intermediate students or upper-intermediate students. They have to pass the proficiency exam that will be held every February or July each academic year.

Two buildings are allocated for the EPS. One of them is named as EPS A and the other one is named as EPS B. The education in EPS covers Beginner Level, Elementary Level, Pre-Intermediate Level, Intermediate Level and Upper-Intermediate Level. The Midterm exam which is divided into two is 30 points and 10 points are allocated for the speaking exam. The final exam is 35 points and again the speaking exam is 10 points. The portfolio that is a part of the grading system includes 15 points. Not many students see the advantages of S.S.S.C in EPS at EMU. The learners usually come with their teachers and do not use the technological equipment or the other materials for the purpose of learning English but just for

spending their free time. They may not like learning English by using technology or they may be far from being autonomous learners or they are not satisfied with the system in the S.S.S.C.

1.2 Background of the Problem

At EMU, there are two S.S.S.Cs at EPS. These study centers have a similar design. The idea of student self-study center first started with 2 separate rooms in 1992. One room had paper-based materials and in the other room, there was a listening section. Later, a computer room was established. When the EPS curriculum became integrated skills based, it was decided that these three open access rooms would be integrated as one center. By this method, the Student Self Study Centers in both SFL A and SFL B buildings were re-established in 1998. They were renewed in accordance with Cambridge University's open access centers. Susan Sheerin made a consultancy visit to the university, and some teachers went to Cambridge to take courses for the center. These study centers aim to get students involved with English outside their regular lesson times. Besides the technological equipment: computers, DVD players, CD players, TV and audio records, there are many paper-based materials which are prepared by teachers.

There are separate sections for reading, writing, listening, speaking, grammar, vocabulary and pronunciation,. These sections include paper-based materials in files that explain the topic and then present the exercise. Moreover, there are graded reader books that students can take out of the S.S.S.C. In addition, some graded reader books include listening cassettes. By this way, students both read and listen at the same time. There is a computer room which is for the use of students. These computers have Internet access. In past years, a number of online educational

programs have been used. For instance, Eagle, Englishane and BNL 2709 (Billuroğllu & Neufield List) and were the online programs. Englishane was used in the English Preparatory School and also in other departments of the Eastern Mediterranean University. It provides continuing on-line language support to students during their education, contributes to increases in the quality of learning and teaching and also helps learners to become more self-aware and autonomous learners. On-line materials focus on language skills which are designed according to the students' levels. BNL 2709, which is a new and revised list of 'commonly used words', and defines the 'critical lexical mass' for students who study English, especially in non-English speaking countries. Furthermore, BNL 2709 provides students and teachers an easier and more meaningful approach in order to manage vocabulary development which is especially important for entry-level students who begin their language improvement in non-English speaking environments. In addition to this, Englishane provides practices on vocabulary, grammar, reading, writing and listening. Unfortunately, these programs are not used by the students anymore. Most of them are not aware of the existence of these programs. Longman English Interactive (LEI) which is used up to the present day by the EPS students and teachers is used in other countries as well. The subjects in LEI are supposed to be related according to the subjects of the study books. However, some subjects in LEI are not related with the subjects in students' books.

As it has been mentioned at the beginning of the chapter, the Students' Self Study Centers in the English Preparatory School at EMU are well provided with technological equipment, educational materials and seeks to provide students with opportunities to improve their English. In both S.S.S.Cs, there are Learner Advisors

to guide the students. Students by themselves or with their teachers come to the S.S.S.C. In the morning there are lessons, where attendance is compulsory, every week and in the afternoon there are open access hours. After the lessons finish, students can use S.S.S.C until five o'clock. There are various parts to the S.S.S.C. In the multi-media side, there are software programs to help learners to practice reading, writing, listening, speaking, grammar and vocabulary. Students are encouraged to use the study links.

S.S.S.C provides continuing on-line language support to students during their education. An online program which is used in English Preparatory School is LEI. Students and teachers can log in from the S.S.S.C, from home or any other place that has Internet access. Teachers can set assignments and monitor students' progress easily. LEI is a four-level video-based integrated skills program which includes over 100 hours of instruction at each level. The program provides presentation and practice in grammar, speaking, listening, vocabulary, pronunciation, reading and writing. Students have to finish some parts of the program for their Portfolio. BNL 2709, EAGLE and Englishane are online programs which have been used for years. There is a speaking section in S.S.S.C. In this section, there is a recorder and students can record themselves on cassette and later listen to their conversations and get feedback. Also, there is a TV. Students can watch the English news and listen to English music on the TV and improve their listening abilities. In addition, DVD players and CD players are available to improve their English. In another part of the S.S.S.C, there is a 'graded reader' section. Students can read stories in the S.S.S.C or take them out for a week to read outside the school. Also, there are other kinds of books such as grammar books, writing books etc and files with their exercises which

are prepared by the teachers, for reading, writing, listening, speaking, grammar, vocabulary and pronunciation. Practise on these materials can also be done on computer.

1.3 Motivation for the Study

The researcher had been working in the S.S.S.C as the learner advisor and decided to choose a thesis topic which is related to S.S.S.C. The researcher as a learner advisor was observing the students and had opinions about the S.S.S.C and students' attitudes towards the S.S.S.C. The researcher believes that students have numerous opportunities in EPS to learn English with the help of technology. In S.S.S.C, there are technological equipments. The students are able to study English by themselves and improve their grammar, reading, writing, listening, speaking, pronunciation and vocabulary with the help of technology. Unfortunately, not enough students use the technological materials; CD, DVD and TV to get benefit from them. Although each class comes to S.S.S.C every week, most of the students do not use the technological equipment regularly. Longman English Interactive which is an online program which is compulsory for students to finish in their portfolio. The students who come to S.S.S.C use LEI for collecting marks for their portfolio.

Technology helps learners to be active and work individually. By this method, they can learn from their mistakes immediately and see the correct responses at the same time. Bitzer (1973) asserts that computers should assist learners to learn how to learn, solve problems and think independently. Computers give opportunities to students to proceed to new materials without waiting for other students. A student who has difficulty in learning can spend more time before moving to other materials. S/he can learn at his/her own pace by exploring, experimenting, making mistakes and trying

alternatives. S/he chooses his/her method, direction and speed of learning. However, mostly computers are used for completing LEI or for chatting, emailing, reading Turkish pages. For example, other programs like BNL 2709 or Eagle can be used by the students but most of them are not aware of these programs. The students do not make sufficient use of DVD players, CD players and TV for learning English. Although the center is named the Student Self Study Center, students are used to being spoon fed. Maybe they do not like the idea of learning alone. As administration and teachers, we should guide our students to learn autonomously and see the opportunities of technology in the center. As a result, it can be said that all these aspects encouraged the researcher to conduct research on this subject.

1.4 Aims and Objectives of the Study

The present study aims to investigate students' attitudes towards technology used during the lesson and in open access hours in S.S.S.C, at EPS, EMU, in 2008/2009 Spring Term. The study explores:

1. The extent to which the time spent in using technology in S.S.S.C in open access hours and lesson hours differ with respect to gender and school of graduation.

2. The extent to which students' attitudes towards technology in S.S.S.C in open access hours and lesson hours.

3. The extend to which students' attitudes towards S.S.S.C in open access hours and lesson hours differ with respect to gender and school of graduation.

4. The extend to which students' attitudes towards using technology in their free time in open access hours and lesson hours differ with respect to gender and school of graduation.

5. The extend to which students' first use and first own of technology for education and for learning English in open access hours and lesson hours differ with respect to gender and school of graduation.

1.5 Research Questions

The present study aims to investigate students' attitudes towards technology used during lesson time and in open access hours in S.S.S.C, at EPS, EMU, in 2008/2009 Spring Terrm. The following research questions are set:

RQ 1- How does the time spent in using technology in S.S.S.C by the students in open access hours and lesson hours differ with respect to gender and school of graduation?

RQ 2- How are the attitudes of students' towards technology in S.S.S.C in open access hours and lesson time differ with respect to gender and school of graduation?

RQ 3- How are the attitudes of students' towards using S.S.S.C in open access hours and lesson hours differ with respect to gender and school of graduation?

RQ 4- How are the attitudes of students' towards using technology in their free time in open access hours and lesson hours differ with respect to gender and school of graduation?

RQ 5- How are the students' first use and first own of technology in open access hours and lesson hours differ with respect to gender and school of graduation?

1.6 Significance of the Study

This study is the first study that investigates what are the students' attitudes towards using technology for learning English in S.S.S.C in EPS in EMU. EPS has been following the newest systems in the world. Since 1988, EPS has given importance to autonomous learning and technological learning. They had special rooms with

cassette players and paper-based materials. Then, as the time went on, they develop themselves and integrated the rooms as it is now in S.S.S.C. There are many resources that describe the benefits of technology in education and in learning English. It can be said that technological education can give opportunities to foreign language learners to improve their levels of English. For example, by using LEI students may develop their language skills besides their vocabulary and grammar. Also, computer-based education is important because it allows students to work individually, and it provides variety and supplements classroom activities for enhancing language learning. Knowing the effectiveness of technology may guide administration and teachers to develop better technological methods in teaching.

The present study will show how effective the S.S.S.C is in students' lives, in learning English and the extent to which it should be effective. Furthermore, does S.S.S.C respond to the requests of students? How can we make the system more effective for the benefits of students? Has S.S.S.C succeeded in reaching its purpose? So by getting answers to these questions, we are going to question the situation in S.S.S.C and try to find the answers to make it work more effectively.

1.7 Limitations of the Study

This study is limited to the EPS at EMU and also it has a time limitation. The questionnaire was conducted in Spring 2008/2009 but the other parts were done in Spring 2010/2011. For instance, while investigating the problem, the system in S.S.S.C changed due to the administration's decision. Another limitation of the study is that the research is based on the attitudes of Preparatory School students in EMU. The population was only EPS. The study has no relationship with other preparatory schools, so it is difficult to generalize the results. Moreover, the administration's and

the teachers' opinions about S.S.S.C and technology were not taken into consideration during the research.

Chapter 2

LITERATURE REVIEW

In the second half of the 20th century, the English language has established itself as the international language. Hence, significance given to teaching and learning English has gained more importance. This fact led to the shift of emphasis from teacher and teaching methodology to the learner and strategies used for learning English better. As a result, Self Study Centers proliferated after the 1980s. The literature review of the study will first start with learner autonomy. It will continue with learner training and will be followed by technology. It will end with self-access centers.

2.1 Learner Autonomy

Parallel to the developments mentioned above, learners are given importance and the responsibility for learning is given to the learners. Learner autonomy is one of the concepts that emerged as a result of these developments. The section on learner autonomy will start with 'definition of autonomy' and continue with 'cultural effects on autonomy', then 'teachers' role in autonomy' and 'importance of learner strategies in autonomy'. Then, 'autonomous language learning in the world', and 'fostering learner autonomy' will follow.

2.1.1 Definition of Learner Autonomy

Learner autonomy entered language teaching at the end of the 1970's, a few years after the communicative approach started to emerge (Little, 2007). In learner

autonomy, students make their own decisions on how they wish to learn and how they prefer to learn (Zheng and Wang, 2009). Holec (1981) defines autonomy as that the learner is able to control his own learning and adds that it is the individual learner's own acceptance of responsibility. Little (1991) holds that learner autonomy is that the learner has a psychological relationship with the process and content of learning. Dickson (1987) believes that the learner is responsible for all the decisions on his learning and also from their application (as cited in Hui, 2010, p. 67).

2.1.2 Cultural Effects on Autonomy

There are controversial ideas on the cross-cultural relevance of autonomy. Learner autonomy represents Western and individualistic values. It is one of the basic psychological needs (Zhou, Ma, Deci, 2009). In other words, learner autonomy is associated with Western democratic traditions. Learner autonomy is inappropriate to non-Western educational systems. However, two answers can be given to this remark. The first, that learner autonomy is suiTable for every educational system that supports critical thinking and reflective learning. The second, that it is a matter of self-interest for societies to improve learning skills of the people (Egel, 2009). Pennycook (1997) explains that in order to improve autonomy, cultural contexts of learners have to be taken into consideration. So, cultural alternatives should be presented to learners. Smith (2008) states that teacher's support for learners' existing autonomy is crucial in the progressive development. On the contrary, learner training that seeks to fit the learner into 'ideal autonomous learner' may sustain the criticism that autonomy is suiTable for Western students but not appropriate for 'nonwestern' students.

2.1.3 Teachers' Role on Autonomous Learning

Teachers have a significant role in raising the psychological attributes and practical abilities in learner autonomy and assigning in classroom practice (Smith, 2008). Mc Devitt (1997) points out that "learner autonomy has always been an implicit goal of all education" and teachers must help students to improve themselves as learners and (their)organization of the learning process to become more autonomous. Hui (2010) declares that teachers and learners work hand in hand in the process of learner autonomy. Voller (1997) asserts that if the teacher accepts learner autonomy in class, s/he plays the role of facilitator, counselor and resource. Voller (1997) proposes three basic assumptions which lead to autonomy:

> "The first is that language learning is an interpretive process therefore; an autonomous approach to learning requires a transfer of control to the learner. The second is to make sure that our teaching practices reflect these assumptions by ensuring that they are based on a process of negotiation with learners. And the third is to self-monitoring teaching so as to observe and reflect upon the teaching strategies we use and the nature of the interactions we set up and participate in" (p.113).

Sonaiya (2002) advocates that autonomous instruction is a method of independent language learning. The role of the decision maker is transferred from teacher to learner. Language courses which are published on CD-ROMs or available on the Internet are technological opportunities in autonomous practice. Cassette or video recorders are required for the learners' independent study. La Ganza (2008) indicates that the success of learner autonomy depends on the relationship of teachers and learners. Teachers should hold back on affecting the learner and the learner should hold back on looking for the teachers' impact. Chan (2003) suggests that teachers regard autonomy as important and they accept students as able to make some of these decisions. This is an example of a relatively dominant teacher role and due to this, relatively less autonomous student role. Teachers see themselves as responsible for

encouraging autonomous practitioners practices but they show a less positive attitude to students' readiness to take the responsibility for their learning. Teachers' beliefs are important in their teaching practices. There has to be relevant and knowledgeable support of the teacher to encourage learner autonomy. For long term success, teaching culture has to enhance the practice of learner autonomy. Spratt, Humphreys and Chan (2002) support that language teachers know the importance of their roles in training learners to be autonomous. This includes teaching study skills, training on learning strategies, raising students' awareness of the language learning resources and encouraging students to make pedagogical choices on their own learning.

2.1.4. Importance of Learner Strategies in Autonomy

Tan and Chan (1997) advocate that to promote learner autonomy; learning strategies have to be taught. Learners must know how to learn. Figure and Jarvis (2007) claim that learner strategies are very important in learner autonomy. Language learning strategy which has a degree of conscious, semi-conscious and intentional control in learning, study of attitudes of autonomous learners draws upon insights from study on learning strategies. Students should understand their own learning processes and also be able to know their choices in their learning strategy, be able to proactive in organizing and directing their own learning. Cotterall (1995) states that promotion of autonomy relates with five principles in a course design: "learner goals, the language learning process, tasks, learner strategies, reflection on learning" (p. 110). These principles help students increasing their awareness in identifying goals, resources and strategies. Also, students' understanding of learning options and consequences of their choices and experimenting with alternative strategies promotes autonomy. Interest in learning strategies assists teachers to determine which learning strategies to introduce to students and most importantly discuss and experiment with these

strategies. The principle of learner strategies gives importance to increasing the availability of choices to the learners and understands the contribution of strategies on students' learning. In addition, activities that help to reflect students' learning, tend to increase students' understanding of their learning process (Cotterall, 1995). Karlson, Kjisik, and Nordlund (2007) declare that reflection and evaluation are key elements of autonomous learning. It consists of planning, setting goals, deciding on the methodology, studying in authentic situations and evaluating the learning process and progress. Critical reflection and self-evaluation supports greater commitment and motivation.

In EPS, EMU a study was done by Cem Yıldıray (2003) about extra-curricular activities on developing students' learning strategies. The aim of the study was to investigate what kind of learning strategies EPS students use in the process of learning and the role of extra-curricular activities in relation to language learning strategies.

2.1.5. Autonomous Language Learning in the World

In 1994, a program of autonomous language learning (ALMS) was prepared at Helsinki University Language Centre. The program aimed to encourage students to be active during their learning. Students needed to decide what they wished to learn, set goals and objectives, achieve them and reflect and evaluate the outcomes. Learner support is provided by counselors. They help students in their study plans and give guidance if necessary. Students who are autonomous have the capacity to be engaged in their process of learning. This does not mean learning alone but it supports social community of autonomy. Students work by themselves, with their pairs or in a group (Karlson, Kjisik, Nordlund, 2007). At the Hong Kong Polytechnic University, a

survey was conducted on autonomy. The study aimed to investigate the relationship between students' attitudes towards learner autonomy and their autonomous practice and also to learn about student readiness to work autonomously in a wider learning environment. Results can support guidance for curriculum development, syllabus and material revisions. Due to the results, higher motivation leads to more autonomous practice outside the school. On the other hand, these highly motivated students stated that they do not prefer outside-class activities. The feasibility of the practice of autonomy is complex. There are many factors that influence learner autonomy. For example, heavy reliance on the teacher or heavy workload affects students' autonomy. Although learners have positive attitudes towards learner autonomy, they are not motivated to control their own learning (Chan, Spratt, Humphreys, 2002). The Thai Ministry of Education established 80 Student English Access Rooms (SEARs). They are designed in terms of a resource that train students to learn 'how to learn' according to their learning styles and develop self-directed learning and become independent due to their needs, interests and potentiality. So that students promote their learner autonomy (Darasawang, Singhasiri, Keyuravang, 2007).

Sanprasert (2010) declares that Thai learners are passive, obedient and uncritical. Also, they do not want to change the authority of the teacher. Moreover, Thai teachers find it difficult to be a counselor or organisator of learning resources. Learners do not know directly how to achieve autonomy and need to be guided for 'greater flexibility' in classroom. To succeed this, teachers should provide appropriate tools and give chance to practice with them. Littlewood (1999) conducts a study on autonomy in East Asian context. According to the results, East Asian students accept direction by the teacher and organize their resources accordingly.

Furthermore, they like working in groups and share cooperative, collaborative, experiential and problem-based learning types which promotes learner autonomy.

2.1.6. Fostering Learner Autonomy

Koyalan (2009) emphasizes that students can learn to practice by themselves and this will help them in all their lives, consequently they need to be inspired to become more autonomous. Egel (2009) states that there are a number of research papers that support fostering learner autonomy in classroom. Nunan (1997) declares that there are five levels for encouraging learner autonomy. "The first level is awareness. Learners learn pedagogical goals and content of the materials. The second is involvement; the learners select their own goals from the alternatives that are offered. The third is intervention; learners modify and adapt the goals and the content of the learning program. The fourth is creation; learners are given opportunity to create their own goals and objectives. Finally, transcendence; learners make links between the content of classroom learning and the world" (Nunan, 1997, p. 195). Nunan (1997) points out that the first level aims learners to realize the goals, content and strategies which points up the materials they are using. The second level involves active involvement because they select from a range of content and procedural options. Next, the learners are encouraged to intervene in the learning process by modifying and adapting goals, content and tasks. Then the learners arrange their own goals, improve their own content and produce their own learning tasks. Lastly, the learner can produce his own learning materials from the resources around him.

2.2 Learner Training

This section will include 'aims of learner training', which describe the purposes of learner training in autonomous learning, and also covers 'components of learner training' that explain learning strategies in learner training.

2.2.1 Aims of Learner Training

Students need to be trained to become autonomous learners. They need to be taught to be equipped with the ability to be responsible for their own learning (Cheng and Lin, 2010). Lake (1997) claims that learner's involvement in his own learning, creates a big chance that he actually learns what he wants to learn. According to Oxford (1990), the aims of learner training are to make language learning more meaningful; foster collaboration between student and teacher; enable the learner to understand the choices available in language learning and facilitate learning and practice of strategies which foster self-reliance (as cited in Lake, 1997, p. 170). Weaver and Cohen (1994) propose that learners are fostered to 'learn how to learn' and 'learn how to use' a foreign language. They stress that we should train the learners explicitly to become aware of and proficient in the use of techniques and strategies during the learning process. Although the present study supports that language learner can work unsupervised; to succeed this learner needs guidance of a teacher (as cited in Egel, pp. 2009: 2026).

2.2.2 Components of Learner Training

There are three areas in learner training. They are; personal assessment, learning strategies and language awareness. In personal assessment; learners can learn what kind of learners they are and what they can do to help themselves. In learning strategies; teacher fosters learners to develop learning strategies. Students should behave in certain ways. For example, training students to use text books, use communicative methods properly, read for gist, and deal with unfamiliar vocabulary and use dictionaries. In language awareness; teachers can design materials in a way that students realize the way language is used. Learner training is very important for students to reach their full potential during their learning (Harmer, 1991).

Wenden (1991) points out that there are three basic components in learner training. These are learning strategies, metacognitive knowledge and learner attitude. Learning strategies are divided into: Cognitive Strategies and Self-management Strategies. Cognitive strategies are mental stages and allow learners to process linguistic and socio-linguistic content. Learners use self-management strategies to control and achieve their learning. Wenden (1991) explains three types of metacognitive knowledge. These are; 'person knowledge', 'strategic knowledge' and 'task knowledge'. 'Person knowledge' is the learner's view on how learning takes place, circumstances that make it easy or inhibit it as a language learner. 'Strategic knowledge' is about how learner understands the strategies that are used effectively in achieving a task and guide them for the choice of strategies. 'Task knowledge' is the learner's perception on how a particular task should be completed and the resources required in completion. Metacognitive knowledge is the crucial component because students need to control and aware of their own learning. In addition to this, they should be given opportunity to reflect their learning. Attitude towards learner autonomy refers to learners' beliefs on their wish to take on responsibility and their confidence in learning. Learners' beliefs about their role and ability in learning relates with metacognitive knowledge. However, it changes according to person, strategic and task knowledge. These differences are crucial because they help in planning learning in terms of autonomous learning.

2.3 Technology in English Language Learning

In this section, Information and Communication Technologies (ICT), 'computers', 'Internet' and 'technology use in learning English' will be covered.

2.3.1. Information and Communication Technologies (ICT)

After the shift of emphasis from teacher-centered instruction to learner-centered instruction, students' roles, activities, attitudes and reflections become more important in the impact of instruction of technology (İşman, Çağlar, Dabaj, Altınay, Altınay, 2003). ICT is expected to promote learning. However, to what extent teachers use ICT tools is a question. According the research which was conducted by Hsu in Taiwan, teachers who do not use ICT tools much, rarely assign student ICT activities. Also, teachers' frequency of using web sites influences assigning ICT-based sharing activities for students. Moreover, teachers' own ICT practices are similar with the ICT activities they assign to students. Course preparation or instructional supports are examples of teachers' use of ICT. Writing reports, conducting internet searches, drill-and-practice activities, sharing with others on the web and working on computer projects with other students can be examples of student ICT usage (Hsu, 2011). Hawkins in 2010 lists 10 Global trends in ICT and education:

1. Mobile learning,
2. Cloud computing,
3. One-to-one computing,
4. Ubiquitous learning,
5. Gaming,
6. Personalised learning,
7. Redefinition of learning spaces,
8. Teacher-generated open content,
9. Smart portfolio assessment,
10. Teacher managers/mentors (as cited in Maddux, Johnson, 2010, pp. 145-146).

Li and Walsh (2011) state that although most of the teachers use computers at home or in their office, ICT integration is low. They know the advantages of ICT both for students and teachers. Also, they believe that the Internet is the 'big resource room' and people can gain whatever information they want to. Other results show that schools and principals should support and encourage ICT. Moreover, teachers need additional training for computers and integrating ICT into their teaching. Teachers should be trained for professional development activities and students should be trained to use computers in their learning.

2.3.2 Computers

Technology is like a new revolution due to the changing learning environment of students in education. Technology helps learners to learn and follow innovations in high technology like computers. Consequently, everyone can learn individually in terms of their needs, interests and capacities. Also, computers assist learners to find out activities that help them learn easily and keep them in their minds or use them in the future. Computers are important because they help learners to be creative and think critically in their research process and also provide active and sTable learning for students' knowledge. Computers are the basic technological tools in teaching and learning through technology. Computer-based instruction and computer programs provide facilities and support students' educational lives. Computer-based learning has an impact on education by affecting students' productivity tool in technology (İşman, Çağlar, Dabaj, Altınay, Altınay, 2003). In the 1980's, Computer Assisted Language Learning's (CALL) uses were limited with drill and practice exercises. With the development of technology and integration of various media into the computer system, computer technology became more beneficial for both individuals and schools (Liu, Moore, Graham, Lee, 2002). Evans (2009) describes Integrative

CALL, Structural CALL and Communicative CALL as follows: Integrative CALL focuses on integration of multiple language skills (speaking, reading, listening, and writing), types of resources (visual, textual, aural) and integrates blending computer use with lessons in a wider perspective. Structural CALL supports drill and practice which depends on repetition. Communicative CALL has a great impact on learners' communicative competence.

Chinnery (2006) states that the 1950's language laboratories left their place to the 1960's drill-based computer instruction which was later developed as computer-assisted language learning. In the 1990's, with the popularity of Internet, computer-mediated communication (CMC) became popular. Moreover, mobile learning; face to face, distance, or online and also, they can be self-paced or calendar-paced. Moblogging is one of the newest technologies which consists of mobile and weblogging. Mileo (2005) explains that moblogging is using a cell phone to post words or pictures to a website. Dias (2002) and Levy and Kennedy (2005) suggest that blogs supply language creation and collaborative activities. Moblogs enable to get benefit of these by removing time and place limitations and adding authentic and personal visual content. In addition to this, cell phones are very practical student-teacher communications (as cited in Chinnery, 2006, p. 11). Seo, Chun, Jwa and Chai (2011) claim that according to a research in 2006, 85,9% of computer use is for playing games and only 45,5% of children use computers for educational reasons (Ministry of Information and Communication, National Internet Development Agency of Korea, 2006). Baylora and Ritchieb (2002) suggest that using computers as a tool for assisting students to analyze, compare, contrast or evaluate resources,

helps students' internal cognitive processes. So, students think more critically while manipulating information. Technology is important in terms of higher order thinking.

Raby (2007) emphasizes that Gardner's theory on motivation is relevant to the autonomy in Computer Assisted Autonomous Language Learning (CAALL). There are internal and external factors in motivation. Internal factors are Integral and Instrumental motivation. According to Gardner's (1985) theory, integrally motivated students (follows personal goals) are more successfully motivated than instrumentally motivated students (responds to environmental demands) (as cited in Raby, 2007, p. 186). External factors include technological factors. In his study, Raby wants to learn if tools affect students' task motivation throughout the project. The results show that tools do not have strong impact during the pre-actional phase when students decide on learning task. Students set their goals and then decide on necessary materials and tools. In the actional phase, tools and materials are essential. Linguistic tools as data banks, CDROMS provide language resources and cognitive tools as online dictionaries regulate the task during the action. In this phase, technology increases students' motivation in two ways. It shows them new perspective in their language and it increases their autonomy by presenting them opportunities to improve and control their work in relation to their own characteristics and wishes. In the post-actional phase, tools and materials are not mentioned much. The analysis of technology changes according to tools, instruments, settings and environments. Technology has four different motivational functions. In the basic function (pre-operational stage), technology shows different ways of learning things. In the regulative function (operational stage), students use technology as an alternative. In the restore function (post-operational stage),

students' master new technology and their image is enhanced. It is important to keep in mind that technology may have positive motivational, negative demotivational or have no impact, which is amotivational.

2.3.3 Internet

The Internet has become the most important technological innovation (Zheng and Wang, 2009). The Internet has brought new opportunities in terms of communication, classroom interaction and authentic materials (Aydın, 2007). Internet technology gives opportunities to English learners to reach extensive language resources and also enable them to communicate with native English speakers. Students can work on their listening, speaking, reading and writing skills in English in real world situations (Yang and Cheng, 2007). The Internet is a source of authentic material, publication of material and an instrument for intercultural communication (Linder, 2004). Mitchell (2009) points out that the authentic materials that can be found in the Internet, have to be transformed to be effectively used in foreign language learning. Hamilton (2009) explains that online activities are designed according to the course books. Moreover, word processing, electronic and online dictionaries, spell checks and phonemic charts offer learners quick solutions. Also, Power Point enables learners to create imaginative activities. Technological improvements give opportunities to have chat rooms, discussion forums and online social networking in terms of pedagogical potential.

Collins (1998) advocates that there is an important change in traditional teaching; paper-pages have become digital screens. Lots of information is available on the Internet and we can guide students to use teachers' personal websites (as cited in Pastor, 2007, p. 599). Pastor (2007) asserts that in using the internet for the particular

needs of the students; we can combine practice and theory through the Internet. Comparing web-based activities to task-based activities; students preferred web-based activities which definitely influenced their understanding and communication positively. Canole, Dillon and Darby (2008) state that in information seeking and handling students use the web for understanding concepts and to supplement course material. However, students sometimes find it difficult to find useful information from the web and they need to use paper-based and digital information.

Today, the Internet is used for variety of academic reasons. Students use the Internet to complete coursework, do research and communicate with faculty. College students' opinions are positive about the influence of the Internet in their education. Their opinions about the Internet have increased from 79 % (2002) to 84%. They prefer Google and Yahoo (95%), library sites (68%), new websites (64%) and online encyclopedias (48%). 84% of students use the Internet to communicate with professors and email is the most popular method for this communication (79%) (Jones, Johnson-Yale, Millermairer, Perez, 2008). According to Chen, Lambert and Guidry (2010), there is a positive relationship between web-based learning technology use and student engagement. Students who use the Internet technologies score higher in student engagement measure (level of academic challenge, active and collaborative learning, student-faculty interaction, and supportive campus environment) and moreover, students show higher order thinking, reflective learning and integrative learning. Also, they are more successful in general education, practical competence, and personal and social development. The institutional administrators and faculty have the responsibility to make sure that students are aware of all the online opportunities for them. İşman et al. (2003) claim that the

Internet presents alternatives to have efficient, fast information, have contact with everyone and search all kinds of data. Moreover, the Internet gives opportunities to learn about new cultures due to its effect on education. It provides online courses and gives an equal chance to everyone in their educational lives. Through the Internet, learning styles and needs change according to their aims and individualized learning is supported. So the Internet influences learning styles and teaching process as being function of societies.

Hill and Slater (1998) point out that research on the Internet helps students to save hours from research time. Network technologies give teachers the chance to enhance teaching and learning of other languages. They list key points for the introduction of the network technologies into second language teaching and learning:

1. Network technologies have the power to stimulate, excite and motivate learners in ways which are far beyond the reach of a teacher working alone in a traditional classroom.
2. Creativity is important in modern language situations. A host of activities can be promoted which involve learners in operating creatively and imaginatively.
3. We are seeking ways of broadening students' horizons and extending their contacts.
4. The potential offered by network technologies is open to exploitation in a variety of ways and at different educational levels.
5. One key feature of successful activity design is whether the task set is perceived as realistic by learners.
6. Increasingly, it is important to realize that any group of learners reflects a broad range of motivation and ability. Network technologies enable the effective

indivualisation of the learning process and provide the possibility of flexible responses to individual learning problems and aspirations.

7. The irrepressible extension of technology into all areas of our social, personal and professional lives is inevitably producing new generations of learners who are technologically sophisticated.

8. The new technologies also enable us to develop the concept of life-long learning

9. ICT are also important as a tool for teacher training (pp. 374-375).

Hill and Slater (1998) further point out that there are different approaches about the advantages of networks, particularly the Internet, for teaching and learning a second language. By using the Internet, language study can be supported by using remote access to resources either authentic or written on purpose. World Wide Web helps this access. Some web resources are limited by page turning functionality and some give students chance to complete exercises and get feedback. Moreover, the Internet offers potential for communication. For example, asynchronous communication (e-mail, newsgroups and computer conferencing) and synchronous communication (chat, internet telephony and video conferencing).

2.3.4 Technology Use in Learning English

Rosow (2001) asserts that computers, CDs and the Internet provide opportunities in language development. Baylora and Ritchieb (2002) state that integrating technology into a course is very important in measuring its success. This depends on how technology is incorporated into instruction by the teacher. Pastor (2007) says that technology is in our lives and teachers should use it as a tool to motivate students in learning a second language. For instance, chats, scanning texts, games, filling formats, etc. can be activities to fullfill learning. Waycott, Bennett, Kennedy,

Dalgarno and Gray (2010) indicate that the most common technologies that students use are mobile phones, email, MP3 players, chat or the Internet. The main technologies that staff use are computers, mobile phones, digital cameras, the Internet, MP3 players and games.

> Students identified the following key benefits of using technologies to support their studies: communication benefits, convenience, gaining access to information resources, distance education benefits, and providing opportunities to review and revise learning materials. For staff, the benefits of of using ICTs in higher education were: enhancing communication, presenting or lecturing benefits, flexibility (for students), immediacy of information access, giving students convenient access resources, fostering student engagement, providing benefits for international students, assisting to prepare for practical placement and classes, providing benefits for distance students, and enabling students to review lectures (Waycott et al, 2010 p. 1205).

One of the limitations of using technology is access to technology, non-education technology, mediated learning, usability situations, 'missed' communication and difficulties in learning to use technology (Waycott, Bennett, Kennedy, Dalgarno, Gray, 2010). Students use technology for information seeking and handling, communication, assignment preparation, and integrated learning. They use technology to support learning like directed study, resource discovery, preparation and completion of assignments, communication and collaboration, presentation and reflection (Conole, Dillon, Darby, 2008). According to a research which was carried out in Northwest University in China in 2007, students' language learning abilities increase with modern information technology, especially their listening and speaking skills. Furthermore, students' autonomy has been developed (Zheng and Wang, 2009). Web-based and CD-ROM materials allows learners to have pathways and choices. This is in contrast to programmed learning and mastery instruction where there is a single pathway and no learner choice (Beatty and Nunan, 2004). Salaberry

(2001) argues that "technology-driven pedagogy" has provided the same benefits of traditional second language instruction. Technologies can be instrumental tools but not instructors.

2.4 Self Access Centers

The section on Self Access Centers will include 'aims of self access center', 'cooperation of language advisors and students', 'self access materials', 'comparison of self access centers and self access language learning', 'evaluation of self access center' and 'technology in self access center'.

2.4.1 Aims of Self Access Center (SAC)

As it has been mentioned in Chapter One, Detaramani and Chan (1999) indicate that access-centers enable learners to be responsible, diligent and motivated. Also, self-access materials and other resources allow learners to work independently and choose the activities according to their individual needs. Metacognitive strategies involve techniques such as self-monitoring and self-evaluation which are essential for access-centers. These techniques help learners to become more autonomous. Self-Access Center's aims are to promote and facilitate autonomous learning. Access-center helps to complement teacher instruction. In many places, access-centers do not try to promote autonomy. They look like a library or a computer laboratory. Orientation helps learners to find suiTable materials or activities for their learning. So, learner training definitely benefits learners.

McMurry, Tanner and Anderson (2009) want to know how and if access-centers promote autonomy. It appears that in order for students to make better use of the self-access centers, a few key procedures should be put in place.

1. Students should be provided with easy access to a database to help them locate materials for language learning.
2. Students should be oriented at the beginning of each term so that they are aware of what is available, how to find it and where it is located.
3. Teachers should be made aware of the materials available for students to use outside of class.
4. A teacher orientation should be conducted to help motivate them to encourage students to use the SASC to better their English on their own time.
5. Ongoing support should be provided for both teachers and students through interaction with lab attendants, administrators and tutors (p. 11).

In Taiwan, there are plenty of self-access centers to train the learners. The aim of the centers is to lead learner autonomy, present them with a suiTable place to do homework and achieve student independence. In the self-access language learning students are active participants rather than positive/passive? recipients. Appropriate guidance, soft requirement, monitoring and perseverance facilitate students' learning in self-access center (Cheng and Lin, 2010). Self-access centers give opportunities for independent learning. By giving students opportunities to enhance learner autonomy, they can benefit more from SALL (Yeung and Hyland, 1999).

2.4.2 Cooperation of Language Advisors and Students

Tutor support is particularly important when the learners are 'lost' during their learning progress. Students can easily waste their time in the center and not succeeding anything in the end. The role of the tutor is learning to help/guide students in order that students be able to understand their study needs, learning problems and learning preferences. Without such help students struggle

unsuccessfully in the center (Lai and Hamp-Lyons 2001). More human support prevents the degree of technology-dependence. Adequate counseling assists learners in getting answers for their questions and discourages teacher-dependence (Shi-long, 2009).

Reinders and Lewis (2006) declare that facilitators that work in self-access center have to be trained to be able to evaluate materials in terms of language learning and teaching principles. However, by doing language advisory work; they get enough experience to evaluate resources according to their practical usefulness for self-study. Facilitators may have better developed expectations for self-study resources because they are more aware of the requirements of the learner studying independently. Malcolm (2004) says that for student development there has to be a co-operation between students, staff, SAC administrators and instructors. Feedback has to be created and maintained. Also, practices and products have to be reviewed and revised. Support, guidance and clarification is essential for students' benefits from SAC. Jones (2001) emphasizes that the effectiveness of CALL relies on teachers. Teachers should carry out training and supervision of the students for using CALL in self-access center.

There are two types of support which can be given to students in Self Access Center (SAC).These are direct teacher guidance and indirect teacher guidance. In direct teacher guidance, the teacher has different types of roles. For example, the teacher's role changes as a guide, a facilitator, an assessor and a counselor. As a guide the teacher introduces SEAR and furthermore, the teacher encourages them to learn by themselves and trains them to make their own study plans. As a facilitator, the

teacher checks if students have problems or not working in SEAR. Also, teacher arranges the rooms and assists students in finding materials. When teachers assign work for the students, s/he acts as an assessor. The teacher asks students questions to learn/assess? their understanding and gives feedback. Moreover, there has to be a counselor in every ideal SEAR. In indirect teacher guidance, teacher prepares a Self-Study Plan and a Personal Study Record for students (Darasawang, Singhasiri and Keyuravong, 2007). Self-access learning is individualized learning and learners interact in a controlled or uncontrolled environment. The Self-access center promotes self-access learning. The development of SACs changed the role of teachers as SAC managers. Due to this, students influenced the way SALL is conducted and the teachers are influenced in the way that they implement SALL with their courses (Gardner and Miller, 2011).

2.4.3 Self Access Center Materials

Gardner and Miller (1999) emphasize that using authentic materials, a variety of types of materials for different learning styles and guiding students to develop their own self-access materials promotes learner enjoyment (as cited in Tomlinson, 2010, p. 77). Tomlinson (2010) declares that in developing self-access there should be specification of universal principles, delivery of specific principles and local principles. 'Universal principles' are the principles of language acquisition and developing applicable to all learners without thinking of learners' age, level, objective and context of learning. 'Delivery specific principles' means delivering the materials through self-access. There should be tasks, feedback for facilitating improvement and also easy and reliable access to the materials students want to use. Self-access materials should be developed according to needs and wants of the target users. 'Local principles'are related with a specific target learner. The context that

learning takes place in is important. Students' age, gender, level and goals, needs, wants and learning style preferences, have to be taken into consideration.

Dickson (1987) suggests that self access materials should consist of:

- A statement of objectives,
- Meaningful language input,
- Practice material,
- Flexibility,
- Instructions and advice for learning,
- Feddback, tests, and advice about progression,
- Advice about record keeping,
- Reference materials,
- Indexing,
- Motivational factors (as cited in Reinders and Lewis, 2006, p. 273).

Sheerin (1997) claims that while setting up the access center materials; learners should be able to have feedback on their work and the easiest way is to give them the answer. Furthermore, materials should be easily accessible which includes; organized according to appropriate sections and easily visible. Sheerin (1989) states that self access materials should have:

- Clarity of rubric (clear examples of what is required),
- Attractive presentation (unclear what that might be),
- Worthwhile activity (motivating, interesting, worth learning),
- Choice of procedure (allowing learners to sellect prefferd learning style),
- Feedback,

- Balanced diet (quantity of material at each level anf for each main focus should be more or less the same), (pp. 23-24).

2.4.4 Comparison of Self Access Center (SAC) and Self Access Language Learning (SALL)

The first SAC was established in 1980. SACs are designed for language learning in the universities (even in some primary and secondary schools) in Europe and Southeast Asia. The British Council, HASALD (Hong Kong Association for Self-Access Learning and Development) and AMEP (Australian Migrant Education Program) are important in the development of SACs. The British Council established SACs in Europe and also supported and sponsored some SACs in Southeast Asia. HASLD research SALL and applying SACs. For promoting SALL and SACs many conferences and meetings were organized by HASLD Self-Access Language Learning (SALL) or autonomous learning is closely connected with SAC. SALL can be found in both controlled (classroom, library, self-access center) and uncontrolled (student club, English corner) environments. "So SAC is the product of applying SALL theories to practice. The proper functioning of SACs in some universities and language institutions proves that SACs substantially facilitates SALL" (Shi-long, 2009, p. 39). SAC is formed by learner materials, technical equipment and human support. Language materials includes published language learning materials (course books, dictionaries, authentic materials (newspaper, ad leaflet) and student contribution materials. Technical equipments include audio-recorders, computers (CALL software, CDs, CD drives, etc.), videotape players, laserdisc players, closed caption decoders, setalatte TV, camcorders, karaoke machines and photocopy machine. Also, modern Information Technology is used in a great degree. Human

support is essential in SACs. A manager, technicians and counselors play different roles in SAC (Shi-long, 2009).

2.4.5 Evaluation of Self Access Center

Evaluation of SAC is important in terms of measuring the effectiveness and efficiency. There are four reasons for evaluation of SACs. Firstly, an organization or institution that gives funds wants to see the proof of their help. Secondly, SACs want to be effective and efficient for more funding and further updating. Thirdly, SAC users want to know they have benefited learning in SAC. Finally, the evaluation of SACs gives many implications to run another new SAC (Shi-long, 2009). According to Gardner and Miller (2002), efficiency and effectiveness are two main elements in the evaluation of SACs. "Efficiency is a measure of the relationship between output and cost. Effectiveness is a measure of the meeting of pre-set goals" (as cited in Shi-long, 2009, p. 42). Efficiency shows how many learners come and use SAC. Knowing good and bad learning practices and also identifying areas that need improvement shows the effectiveness. Measuring effectiveness is difficult because for evaluation both quantitative and qualitative data are used (Shi-long, 2009). Gardner (2002) declares that there is not much systematic evaluation of SAC. Participants believe that learning gain is essential for evaluation. He declares five specific points that cause problems for the evaluator: the complexity of self-access systems, the uniqueness of self-access systems, the difficulty of data collection, the difficulty of data analysis and the central focus of a SAC evaluation being upon improving learning rather than teaching" (as cited in Morrison, 2005, p. 269).

2.4.6 Technology in Self Access Center

Reinders and Lazaro (2007) state that 10 self-access centers were found as the most intensive providers of technology throughout 45 centers around the world.

Technology provides language learning materials, communication, and electronic catalogues. The results of the investigation indicate that pedagogic applications of technology are limited. McMury, Tanner and Anderson (2009) propose that some students know how to use the self-access center effectively. On the other hand, majority of the students are unaware of the sources available for them in the self-access center. At Brigham Young University, a website and data-based materials were developed to use the Self-Access Center. Linder (2004) suggests that teachers use internet-connected computers labs to connect their students to the internet. These computer labs complemented with other internet-connected computers in self-access centers, the school library and single computers placed inside individual classrooms.

The Internet offers five basic possibilities for the networking English classroom:

1. Real-time communication with other network users (using the Internet as a telephone or video conferencing device, Internet Relay Chat, and others);
2. Deferred-time communication with other network users (email, mailing lists, newsgroups, and others);
3. Source of information (text, images, voice, and sound, especially on the World Wide Web);
4. Outlet for publication (text, images, voice, sound, especially on the World Wide Web);
5. Distance teaching/learning “ (Linder, 2004, p. 12).

Computers can be accessible either inside the school, in the form of computer labs, self-access study areas and the school library, or outside the school in local libraries, community centers and in students’ homes (Linder, 2004). Levy (1997) says that

language centers in the world know that they cannot do without computers. Despite this, many students and teachers are not interested in computers. Any self-access centers needs to have computers. The main reason is that using computers, like other self-access materials, promotes independent learning and so autonomy (cited in Jones, 2001, p. 360). Jones (2001) lists five connected things, if management wants to use CALL in the access-center:

1. Recognise that students can only hear from computers with the instruction and supervision of teachers: CALL will not be effective without this essential interaction of teachers and students;
2. Respond to the fact that modern language learners are likely to be interested in and experienced with computers, and ready to learn through CALL;
3. Revise the curriculum so that CALL plays a key part in it, both in classroom or laboratory and self-access modes;
4. Give committed teachers adequate training;
5. Give teachers time to develop pathways for their learners (p. 366).

In conclusion, autonomy, learner training and technology are all connected with self-access centers. In order to have successful use of access centers, learners have to be autonomous and the technological opportunities have to be easily accessible. There has not been any research on self-access centers in T.R.N.C.

Chapter 3

METHODOLOGY

The present study is designed as a 'Case Study' of the S.S.S.C of the EPS at the EMU. Therefore, it looks at the S.S.S.C once. This is a quantitative study. Two different surveys are given to the students who use the S.S.S.C. The present study sets out to describe the attitudes and opinions of the students who use the S.S.S.C in the open-access hours and during the lesson hour. In the analysis of data, descriptive statistics are used. Also, it describes the instrumentation and research procedures. Moreover, it explains the steps in the data analysis.

3.1 Population and Sample

The Case Study design that can be used on one group was used for EPS students at the EMU. The population of the study is EPS students who were at the EMU in 2008-2009 academic year. There were 683 EPS students in 2008-2009 Spring Terms. The sample of the study is chosen by Nonrandom Sampling. For the sample, total 157 students participated in the study. From the nonrandom sampling strategies, the researcher chose Purposive Sampling. Fraenkel and Wallen (1990) claim that in Purposive Sampling, researcher select a sample. For the present study,those students who use the S.S.S.C were selected. In other words, the researcher chose EPS students who came to S.S.S.C in building B as participants in the research. The students (105 students) who came to the S.S.S.C with their teachers for a lesson and also the students (52 students) who came to the S.S.S.C by themselves in open access hours are the participants of the study. As it has been mentioned above, the researcher

preferred purposive sampling because the aim of the study is students' attitudes towards technology and S.S.S.C. Thus, the students who come to S.S.S.C may not represent the population of EPS students in EMU. By researching the attitudes of these students, the researcher will reach conclusions on the use of S.S.S.C by volunteer students and students who use the S.S.S.C during class hours. Demographic information about the participants will be presented in Chapter 4.

3.2 Instrumentation

Quantitative data has been collected for the research. The aim of the instrument is to learn about students' attitudes towards technological materials; especially educational materials that need computers in S.S.S.C. One of the questionnaires includes 35 questions. This questionnaire was used for the students who visit S.S.S.C in open-access hours. The other questionnaire has 32 questions and was given to the students who visit S.S.S.C with their teachers in lesson time. The questions in the questionnaires are the same except the three extra questions for open access hours students. Both questionnaires include two parts. The first part aimed to collect demographic data about students' gender and school of graduation in terms of State School, College or Private School. The second part include five-point Likert scale questions, yes/no questions and multiple choice questions and intended to get answers for technology and S.S.S.C. Five-point Likert scale questions which included five alternatives set as "Strongly agree", "Agree", "Undecided", "Disagree" and "Strongly Agree".This issue is further elaborated in Chapter 4. The questionnaire was administered to students about their attitudes towards using S.S.S.C. Copies of the questionnaires can be seen in Appendix B.

3.2.1 Validity and Reliabity of Data Collection Instrument

For the content validity of the test, questionnaires were checked by experts. One language expert and one education expert concluded that the tests are valid to be researched.

In order to test the reliability of the items in the questionnaire Cronbach's Alpha value was calculated for the Likert scale questions. The rate of Cronbach Alpha is .7032 which proves that the questions are relaible (Nunally, 1967).

3.3 Procedures

The questionnaires were prepared by the researcher in March 2009. To be able to distribute the questionnaires, a letter of consent was taken from EPS administration in April 2009 (see Appendix A). After getting the permission from the EPS administration, the questionnaires were distributed to students in S.S.S.C, in April 2009. There were two questionnaires. One of them is administered for open access users in S.S.S.C. Other questionnaire was administered to students who come to S.S.S.C in their lesson time. One week was needed to distribute the questionnaires and also motivate the students to answer the questions before leaving S.S.S.C. The questionnaires were distributed by the researcher who had been working in S.S.S.C. Students were informed about the purpose of the study.

Table 1**:** Data Collection Schedule

1	Questionnaires prepared.	March 2009
2	Letter of consent	April 2009
3	Questionnaires distributed	April 2009
4	Questionnaires put into S.P.S.S	February 2010

3.4 Data Analysis

The items in the questionnaires were analyzed in the SPSS program. For the demographic data; frequencies, percentages as well as minimum and maximum values were found. For the attitude scale questions descriptive statistics were used. Moreover, cross-tabulations with Pearson chi-square were used in the study. Findings will be presented in Chapter 4.

Chapter 4

ANALYSES AND FINDINGS

This chapter presents the analyses of quantitative data that have been gathered for the study. As it has been mentioned in Chapters 1 and 3, two questionnaires were used for data collection. One was given to the students who use S.S.S.C during the lesson hours and the other one was given to the students who use S.S.S.C voluntarily. All the questions of the questionnaires are the same apart from the 3 questions added to the use of S.S.S.C during open access hours. This chapter deals with the descriptive statistics and cross- tabulations of the data that have been obtained.

4.1 Analysis

This section covers the findings collected by the questionnaires. There are three headings. Demographic information of the participants, findings of the attitude scale questions and cross-tabulation results.

4.1.1 Findings of Demographic Information

There are two independent variables in the questionnaires. One of them is ‘gender’ and the other one is ‘school of graduation’. As it is shown in Table 2, during the lesson there were 105 students who answered the questionnaire. By looking at the gender distribution, it could be said that the frequency of females was 31 (29.5%) and the frequency of males was 74 (70.5%).

Table 2: Frequency distribution for gender of the students during the lesson

Gender of Students	Frequency	Percentage
Female	31	29.5
Male	74	70.5
Total	105	100

There were 24 private school graduates (22.9%), 15 college graduates (14.3%) and 66 state school graduates (62.9%) (see Table 3).

Table 3: Frequency distribution for the school of graduation of the students during the lesson

Graduation of Students	Frequency	Percentage
Private School	24	22.9
College	15	14.3
State School	66	62.9
Total	105	100

Looking at the frequencies and the percentages of gender distribution for the open access hour, there were 52 students who answered the questionnaire. There were 16 female (30.8%) and 36 male (69.2%) students.

Table 4: Frequency distribution for gender of the students in open access hours

Gender of Students	Frequency	Percentage
Female	16	30.8
Male	36	69.2
Total	52	100

During the open access hour, the distribution of school of graduation of students was as follows: there were 9 Private School graduates (17.3%), 11 College graduates (21.2%) and 32 State School graduates (61.5%).

Table 5: Frequency distribution for the school of graduation of the students in open access hours

Graduation of Students	Frequency	Percentage
Private School	9	17.3
College	11	21.2
State School	32	61.5
Total	52	100

4.1.2 Findings of Attitude Scale Questions

In the present study, there are 10 five-point Likert Scale questions. The answers to the questions starts from strongly agree (1) and continues with agree (2), undecided (3), disagree (4) and concludes with strongly disagree (5). Balcı's (2004) interval rates were used. They are as follows:

Table 6: Five-Point Likert Scale Intervals (Balcı, 2004)

Strongly Agree	1.00-1.79
Agree	1.80-2.59
Undecided	2.60-3.39
Disagree	3.40-4.19
Strongly Disagree	4.20-5.00

The questionnaire administered during the lesson hour reveals the following: "CD player is very helpful for education", "DVD is very helpful for education" , "TV is very helpful for education", "Computer is very helpful for education", "CD player is very helpful for learning English", "DVD is very helpful for learning English", "TV is very helpful for learning English", "Computer is very helpful for learning English", "I enjoy going to the S.S.S.C" had the minimum value as 1 and maximum value as 4 except the question "I enjoy studying at the S.S.S.C". This question's minimum value was 1 but maximum value was 5. So, this shows that some students strongly disagreed on enjoying studying at the S.S.S.C. It could be said that most of the students agreed on benefits of CD player, DVD, TV and computer in education and in learning English. Moreover, the students enjoy going to the S.S.S.C. Although some students strongly disagree with the question "I enjoy studying at the S.S.S.C", most of them agree with this question.

The questionnaire administered during the open access hour reveals the following: "CD player is very helpful for education", "DVD is very helpful for education", "TV

is very helpful for education", "Computer is very helpful for education", "CD player is very helpful for learning English", "DVD is very helpful for learning English","TV is very helpful for learning English", "Computer is very helpful for learning English" had the minimum value as 1 and maximum value as 4. The question "I enjoy going to the S.S.S.C" had minimum value 1 and maximum value 2. This result proves that students were really satisfied with going to the S.S.S.C. Another question which is "I enjoy studying at the S.S.S.C" got minimum value as 1 and maximum value as 3. Thus, it could be concluded that students agreed with this item.

As it has been mentioned the questionnaires were distributed during the lesson and in open access hour. The researcher will explain and compare the results of the questionnaires according to the answers of the students. First, the means of answers during the lesson will be explained and second the means of the answers during the open access will be described. Last, both the means of during the lesson and during the open access will be compared

Table 7: Means of attitudes for technology and S.S.S.C during the lesson

Question	Mean	Attitude
CD player is very helpful for education	2.09	Agree
DVD is very helpful for education	2.08	Agree
TV is very helpful for education	2.30	Agree
Computer is very helpful for education	1.99	Agree
CD player is very helpful for learning English	1.77	Agree
DVD is very helpful for learning English	2.09	Agree
TV is very helpful for learning English	1.72	Agree
Computer is very helpful for learning English	1.80	Agree
I enjoy going to the S.S.S.C	1.87	Agree
I enjoy studying at the S.S.S.C	2.69	Agree

The questionnaire administered during the lesson hour reveals the following: the question "CD player is very helpful for education" has 2.08 mean which shows that

students agreed with the question. “DVD is very helpful for education” is another question. The obtained mean is 2.08 and indicates that students agreed with the fact. Moreover, students agreed that “TV is very helpful for education” and the mean of this question is 2.30. The question which is “Computer is very helpful for education” has 1.99 mean and indicates that students agreed. Also the questions like “CD player is very helpful for learning English” (M= 1.77), “DVD is very helpful for learning English” (M=2.08), “TV is very helpful for learning English” (M=1.72) and “Computer is very helpful for learning English” (M=1.80) show that students agreed with the questions. “I enjoy going to the S.S.S.C” had 1.87 mean degrees and “I enjoy studying at the S.S.S.C” had 2.69 mean degrees and both results prove that students agreed with the questions.

Table 8: Means of attitudes for technology and S.S.S.C in open access hours

Question	Mean	Attitude
CD player is very helpful for education	1.63	Strongly Agree
DVD is very helpful for education	1.63	Strongly Agree
TV is very helpful for education	2.56	Agree
Computer is very helpful for education	1.65	Strongly Agree
CD player is very helpful for learning English	1.58	Strongly Agree
DVD is very helpful for learning English	1.60	Strongly Agree
TV is very helpful for learning English	1.75	Agree
Computer is very helpful for learning English	1.48	Strongly Agree
I enjoy going to the S.S.S.C	1.42	Strongly Agree
I enjoy studying at the S.S.S.C	1.67	Strongly Agree

The questionnaire administered in the open access hour points out the following: “CD player is very helpful for education” (M=1.63), “DVD is very helpful for education”(M=1.63) displays students similar attitude which is strongly agree. Besides this, students agreed that “TV is very helpful for education” (M=2.56). “Computer is very helpful for education” (M=1.65), “CD player is very helpful for learning English” (M=1.58), “DVD is very helpful for learning English” (M=1.59) point out that students strongly agreed. Furthermore, students agreed that “TV is very

helpful for learning English" (M=1.75). Students strongly agreed that "Computer is very helpful for learning English" (M=1.48), "I enjoy going to the S.S.S.C" (M=1.42) and "I enjoy studying at the S.S.S.C" (M=1.67).

When comparing the results one by one during the lesson and during the open access hours, it could be said that all the answers during the lesson included "agree" option. On the other hand, during the open access hour almost all the answers were "strongly agree". Only two questions: "TV is very helpful for education" and "TV is very helpful for learning English" included "agree" option.

Table 9: Means of attitudes for technology and S.S.S.C in open access hours

Question	Mean	Agreement
CD player is very helpful for education	1.63	StronglyAgree
DVD is very helpful for education	1.63	StronglyAgree
Computer is very helpful for education	1.65	StronglyAgree
CD player is very helpful for learning English	1.58	StronglyAgree
DVD is very helpful for learning English	1.60	StronglyAgree
Computer is very helpful for learning English	1.48	StronglyAgree
I enjoy going to the S.S.S.C	1.42	StronglyAgree
I enjoy studying at the S.S.S.C	1.67	StronglyAgree

The questionnaire administered in the open access hour reveals the following: Some of the questions (as it is shown in the Table) had a "strongly agree"result. On the other hand, during the lesson there were no "strongly agree" results.

4.1.3 Findings of cross-tabulations

In this section, cross-tabulations analysis findings based on gender and school of graduation will be presented**.** The results of the multiple choice questions and yes/no questions will be elaborated in cross-tabulations presented below. For analysing

cross-tabulations; percentages and Pearson Chi-Square test were used. The researcher used a level of $p \leq .05$ for the significance.

4.1.3.1 Analysis of Questionnaire distributed in Open Access Hour

There are 16 female and 36 male students (52 students) who used the S.S.S.C in the open access hours. From starting Table 10 to Table 14 Tables will analyze the findings according to gender. While analyzing the Tables, Primary School will be shortened as PS, Middle School will be shortened as MS, High School will be shortened as HS and University will be shortened as U.

Table 10: Cross-tabulation result of time spent in using technology in S.S.S.C in open access hours versus gender

Item	Gender	0min	30 min	60min	90min	Total	df	X^2	p
Used computer in S.S.S.C for educational reasons	Female	7(43.8%)	7(43.8%)	2(12.5%)	0(%)	16(100%)	3	6.386	.094
	Male	13(36.1%)	7(19.4)	10(27.8%)	6(16.7%)	36(100%)			
Used computer in S.S.S.C for non-educational reasons M	Female	11(68.8%)	5(31.3%)	0(0%)	0(0%)	16(100%)	3	3.787	.285
	Male	24(66.7%)	6(16.7%)	5(13.9%)	1(2.81%)	36(100%)			
Used listening CDs in S.S.S.C	Female	9(56.3%)	3(18.8%)	3(18.8%)	1(16.3%)	16(100%)	3	6.581	.087
	Male	31(86.1%)	3(8.3%)	2(5.6%)	0(0%)	36(100%)			
Watched DVD in S.S.S.C	Female	9(56.3%)	4(25.0%)	3(18.8%)	0(0%)	16(100%)	2	7.132	**.028**
	Male	32(88.9%)	2(5.6%)	2(5.6%)	0(0%)	36(100%)			
Watched TV in S.S.S.C	Female	13(81.3%)	0(0%)	2(12.5%)	1(6.3%)	16(100%)	3	5.902	.116
	Male	30(80.3%)	3(8.3%)	0(8.3.%)	3(8.3%)	36(100%)			
Used speaking room in S.S.S.C	Female	13(81.3%)	2(12.5%)	0(0%)	1(6.3%)	16(100%)	3	2.498	.476
	Male	28(77.8%)	2(5.6%)	4(11.1%)	2(5.6%)	36(100%)			
Total						52			

Table 10 indicates cross-tabulation results for "Using computer in S.S.S.C for educational reasons", "Using computer in S.S.S.C for non-educational reasons", "Using listening CDs in S.S.S.C", "Watching DVD in S.S.S.C", "Watching TV in S.S.S.C" and "Using speaking room in S.S.S.C" with respect to gender. Out of 16 female students, 9 (56%) students used the computer for educational reasons. Also

out of 36 male students 23 (64%) students mentioned that they used the computer for educational reasons. 5 (31%) of the female students used the computer for non-educational reasons whereas 12 (36%) of the male students used the computer for non-educational reasons. 7 (44%) of the female students used listening CDs and, on the other hand, only 5 (14%) of the male students used listening CDs. 7 (44%) of the female students watched DVDs in S.S.S.C but only 4 (12%) male students watched DVDs in S.S.S.C. Only 3 (19%) female students watched TV and 6 (16%) male students watched TV in the S.S.S.C. The speaking room was used by 3 female students and 8 male students. The reason why computers were used more than CDs, DVDs, TVs and the speaking room can be because of the materials. For instance, the DVDs and CDs are rather old. They were not working properly or they were not very updated.

According to the Chi-Square test results in Table 10; "Using computer in S.S.S.C for educational reasons", "Using computer in S.S.S.C for non-educational reasons", "Using listening CDs in S.S.S.C", "Watching TV in S.S.S.C" and "Using speaking room in S.S.S.C" have no statistically significant relationship with respect to gender. However, the item which is "Watching DVD in S.S.S.C", has statistical significant relationship with respect to gender. The significant relationship is, Pearson X^2 (2,N=52)=7.132 p=.028<.05. There are more female students who watch DVDs in S.S.S.C than male students.

Table11: Cross-tabulation result of participants using S.S.S.C in open access hours versus their gender

Item	Gender	Yes	No	Total	df	X^2	p
Read book or magazine in S.S.S.C	Female	12(75.0%)	4(25.5%)	16(100%)	1	.048	.826
	Male	28(77.8%)	10(22.2%)	36(100%)			
Do homework in S.S.S.C	Female	11(68.8%)	5(31.3%)	16(100%)	2	1.334	.513
	Male	26(69.4%)	10(30.6%)	36(100%)			
Total				52			

Table 11 shows cross-tabulation results for “Reading books or magazines in S.S.S.C” and “Doing homework in S.S.S.C”, with respect to gender. 12 (75%) of the female students read books or magazines and 28 (78%) male students too. 11(69%) female students and 26 (69%) male students do homework in S.S.S.C.

Chi-Square test results suggest that in Table 11, the items “Reading books or magazines in S.S.S.C” and “Doing homework in S.S.S.C” have no statistically significant difference with respect to gender.

Table 12: Cross-tabulation result of participant using technology in their free time versus their gender in open access hours

Item	Gender	Yes	No	Total	df	X^2	p
Use computer outsude of the school	Female Male	14(87.5%) 34(94.3)	2(12.5%) 2(5.6%)	16(100%) 36(100%)	1	.752	.386
Free time I like listening CD	Female Male	14(87.5%) 31(86.1%)	2(12.5%) 5(13.9%)	16(100%) 36(100%)	1	.018	.892
Free time I like watching DVD	Female Male	15(93.8) 32(88.9%)	1(6.3%) 4(11.1%)	16(100%) 36(100%)	1	.301	.583
Free time I like watching TV	Female Male	14(87.5%) 33(91.7%)	2(12.5%) 3(8.3%)	16(100%) 36(100%)	1	.221	.638
Free time I like using a computer	Female Male	14(87.5%) 29(80.6%)	2(12.5%) 7(19.4%)	16(100%) 36(100%)	1	.373	.541
Use computer for chat, e-mail etc	Female Male	14(87.5%0 32(88.9%)	2(12.5%) 4(11.1%)	16(100%) 36(100%)	1	.021	.885
Use computer for gathering information	Female Male	15(93.8%) 29(80.6%)	1(6.3%) 7(19.4%)	16(100%) 36(100%)	1	1.481	.224
Use computer for practicing English	Female Male	14(87.5%) 30(83.3%)	2(12.5%) 6(16.7%)	16(100%) 36(100%)	1	.148	.701
Total			52				

Table 12 shows cross-tabulation results for “Using computer outside the school”, “Like listening CDs in free time”, “Like watching DVD in free time”, “Like watching TV in free time”, “Like using computer in their free time”, “Like using computer in for chat, email”, “Like using computer for gathering information” and “Like using computer for practicing English” with respect to gender. Free time

means using the technology outside the school. 14 (87%) of the female students use a computer outside the school and 34 (94%) male students use a computer outside the school. 14 (87%) of female students and 31 (86%) of male students like listening to CD in their free time. Further, 15 (94%) female students and 32 (89%) male students like watching DVD in their free time. 14 (87%) female and 33 (92%) male students like watching TV in their free time. 14 (87%) female students and 29 (81%) male students like using a computer in their free time. Although both male and female students do not much use listening CDs and DVDs in S.S.S.C, they like to use them in their free time. 29 (81%) male students like using a computer in their free time. 14 (87%) female students use a computer for chat, e-mail; facebook etc and 32 (89%) male students use a computer for chat, e-mail, facebook etc. 15 (94%) female students and 29 (81%) male students use a computer for gathering information. 4 (87%) female students and 30 (83%) male students use the computer for practicing English. The results in the Table 12 show that most female and male students like listening to CDs, watching DVDs, watching TV, and use computers in their free time, use a computer for chat, email, use a computer for gathering information and for practicing English.

According to the Chi-Square test results in Table 12, there is no statistically significant relationship between "Using computer outside the school", "Like listening CD in free time", "Like watching DVD in free time", "Like watching TV in free time", "Like using computer in their free time", "Like using computer in for chat, email", "Like using computer for gathering information" and "Like using computer for practicing English" with respect to gender.

Table 13: Cross-tabulation result of how often participants read, do homework in S.S.S.C and use computer outside the school versus their gender in open access hours

Item	Gender	None	Everday	Once a week	Once a month	Total	df	X^2	p
How often do you read books or magazines in S.S.S.C?	Female	3(18.8%)	3(18.8%)	3(18.8%)	7(43.7%)	16(100%)	3	4.586	.205
	Male	9(25.0%)	8(22.2%)	13(36.1%)	6(16.7%)	36(100%)			
How often do you do your homework in S.S.S.C?	Female	5(31.3%)	3(18.8%)	5(31.3%)	3(18.8%)	16(100%)	3	2.680	.444
	Male	10(27.8%)	3(8.3%)	19(52.8%)	4(11.1%)	36(100%)			
How often do you use computer outside the school?	Female	2(12.5%)	14(87.5%)	0(%)	0(%)	16(100%)	3	4.546	.208
	Male	1(2.8%)	29(80.6%)	5(13.9%)	1(2.8%)	36(100%)			
Total						52			

Table 13 displays cross-tabulation results for how often they read books or magazines in S.S.S.C, how often they do their homework in S.S.S.C and how often they use a computer outside of the school with respect to gender. 6 (37%) of the female students read books or magazines everyday and once a week. Also, 7 of them read books or magazines once a month. 8 (22%) male students read books or magazines everyday and 3 of them once a week. 6 (17%) male students read books or magazines once a month. 3 (18%) of the female students do homework everyday, 3 (19%) of them once a month and 5 (31%) of them once a week in the S.S.S.C. 3 (8%) of the male students do their homework everyday, 4 male students once a month and 19 (53%) of them once a week in the S.S.S.C. 14 (87%) female students and 29 (81%) male students use computer everyday outside the school. 12% of females do not use a computer outside the school but 14% male students once a week and 3% male students use a computer outside the school once a month.

Chi-Square test results in Table 13 indicates that there is no statistically significant relationship between "How often do you read books or magazines in S.S.S.C?", "How often do you do homework in S.S.S.C?" and "How often do you use computer outside of the school?" and gender.

Table 14: Cross-tabulation result of first use of technology versus gender in open access hours

Item	Gender	PS	MS	HS	U	Total	df	X^2	p
First use CD player	Female	9(56.5%)	6(37.5%)	1(6.3%)	0(.0%)	16(100%)	3	.484	.922
	Male	19(52.8%)	14(38.9%)	12(5.6%)	1(2.8%)	36(100%)			
First use DVD	Female	0(0%)	6(37.5%)	10(62.5%)	0(0%)	16(100%)	2	1.056	.590
	Male	2(5.6%)	11(30.6%)	23(63.9%)	0(0%)	36(100%)			
First use computer	Female	0(0%)	6(37.5%)	10(62.5%)	0(0%)	16100%)	2	1.624	.444
	Male	2(5.6%)	17(47.2%)	17(47.2%)	0(0%)	36(100%)			
First have CD player	Female	0(0%)	11(68.8%)	5(31.3%)	0(0%)	16(100%)	3	1.617	.656
	Male	1(2.8%)	27(75.0%)	7(19.4%)	1(2.8%)	36(100%)			
First have DVD	Female	0(0%)	6(37.5%)	10(62.5%)	0(0%)	16(100%)	1	.013	.924
	Male	0(0%)	13(36.1%)	23(63.9%)	0(0%)	36(100%)			
First have computer	Female	0(0%)	5(31.3%)	7(43.8%)	4(25.0%)	16(100%)	2	11.005	**.004**
	Male	0(0%)	4(11.1%)	31(86.1%)	1(2.8%)	36(100%)			
Total						52			

Table 14 explains cross-tabulation results for when the participants first used a CD player, DVD, computer, first had CD player, DVD, and a computer with respect to gender. 6 (37%) of the female students first used a CD player at Middle School. 19 (53%) of the male students first used CD player at Primary School. Both female and male students first used a CD player at Primary School. Moreover, 10 (62%) female students and 23 (64%) male students first used a DVD at High School. Again, both female and male students first used a DVD at High School. 17(47%) of the male students first used a computer at Middle School. Most of the females first used a computer at High School and most male students first used a computer equally in the Middle School and High School. 11(69%) female students and 27 (75%) male

students first had a CD player at Middle School. 10 (62%) female students and 23 (64%) male students first had a DVD at High School and 13 of them at Middle School. 43.8% of females first had a computer at High School whereas 86.1% male students first had a computer at High School.

The Chi-Square test results in Table 14 suggests that the items which are; "First used CD player", "First use DVD", "First use computer", "First have CD player" and "First have DVD" have no statistically significant difference with respect to gender. Table 14 points out that "First have computer" has significant relationship with respect to gender and the significant relationship is, Pearson $X^2(2, N=52)=11.005 p=.004<.05$.There are more male students who had computer at High School than female students.

There are 9 Private School graduates, 11 College graduates and 32 State School graduates which are total 52 students who used the S.S.S.C during the open access hours. Table 15 to Table 18 will be analyzed according to school of graduation.

Table 15: Cross-tabulation result of time spent in using technology in S.S.S.C in open access versus school of graduation

Item	Graduation	0 min	30 min	60 min	90 min	Total	df	X^2	p
Used computer in S.S.S.C for educational reasons	Private S.	4(44.4%)	0(%)	4(44.4%)	1(11.1%)	9(100%)	6	5.337	.501
	College	3(27.3%)	4(36.4%)	2(18.2%)	2(18.2%)	11(100%)			
	State S.	13(40.6%)	9(28.1%)	6(18.8%)	4(12.5%)	32(100%)			
Used computer in S.S.S.C for educational reasons	Private S.	5(55.6%)	3(33.5%)	0(0%)	1(11.1%)	9(100%)	6	12.397	.54
	College	5(45.5%)	3(27.3%)	3(27.3%)	0(0%)	11(100%)			
	State S.	25(78.5%)	5(15.6%)	2(6.3%)	1(3.1%)	32(100%)			
Used listening CDs in S.S.S.C	Private S.	8(88.9%)	0(0%)	1(11.1%)	0(0%)	9(100%)	6	2.518	.867
	College	0(0%)	1(9.1%)	1(9.1%)	0(0%)	11(100%)			
	State S.	23(71.9%)	5(15.6%)	3(9.4%)	1(3.1%)	32(100%)			
Watched DVD in S.S.S.C	Private S.	8(88.9%)	0(0%)	1(11.1%)	0(0%)	9(100%)	2	7.132	.778
	College	9(81.8%)	1(9.1%)	1(9.1%)	1(9.1%)	11(100%)			
	State S.	24(75.0%)	5(15.6%)	3(9.4%)	0(%)	32(100%)			
Watched TV in S.S.S.C	Private S.	7(77.8%)	1(11.1%)	1(11.1%)	0(0%)	9(100%)	6	5.369	.497
	College	10(90.9%)	1(9.1%)	0(%)	0(0%)	11(100%)			
	State S.	26(81.3%)	1(3.1%)	1(3.1%)	4(12.5%)	32(100%)			
Used speaking room in S.S.S.C	Private S.	5(55.6%)	1(11.1%)	1(11.1%)	2(22.2%)	9(100%)	6	7.443	.282
	College	10(90.9%)	1(9.1%)	0(0%)	0(0%)	11(100%)			
	State S.	26(81.3%)	2(6.3%)	3(9.4%)	1(3.1%)	32(100%)			
Total						52			

Table 15 indicates cross-tabulation results for “Using computer in S.S.S.C for educational reasons”, “Using computer in S.S.S.C for non-educational reasons”, “Using listening CDs in S.S.S.C”, “Watching DVD in S.S.S.C”, “Watching TV in S.S.S.C” and “Using speaking room in S.S.S.C” with respect to school of graduation. There are 5 (45%) Private School graduates who used a computer for educational reasons in S.S.S.C. Also, there are 8 (72%) College graduates and 19 (59%) State School graduates who used a computer for educational reasons in S.S.S.C. There are 4 (44%) Private School graduates, 6 (54%) College graduates and 25 (78%) State School graduates who used a computer for non-educational reasons in S.S.S.C. Moreover, there are 1 (11%) Private School graduate, 2 (18%) College graduates and 9 (28%) State School graduates who used listening CDs in S.S.S.C. 1 (11%) Private School graduates, 3 (27%) College graduates and 8 (25%) State School graduates

watched DVD in S.S.S.C. Similarly, 2 (22%) Private School graduates, 1 (9%) College graduate and 6 (19%) State School graduates watched TV in S.S.S.C. There are 4 (44%) Private School graduates, 1 (9%) College graduate and 6 (19%) State School graduates who used the speaking room in S.S.S.C.

According to the Chi-Square test results the items; "Using computer in S.S.S.C for educational reasons", "Using computer in S.S.S.C for non-educational reasons", "Using listening CDs in S.S.S.C", "Watching DVD in S.S.S.C", "Watching TV in S.S.S.C" and "Using speaking room in S.S.S.C" have no statistically significant relationship with respect to school of graduation.

Table 16: Cross-tabulation result of participants using S.S.S.C in open acces hours versus their school of graduation

Item	School of Graduation	Yes	No	Total	df	X^2	p
Read books or magazines in S.S.S.C	Private Sch.	8(88.9%)	1(11.1%)	9(100%)	2	1.334	.513
	College	9(81.8%)	3(36.4%)	16(100%)			
	State Sch.	23(71.9%)	9(28.1%)	32(100%)			
Do homework in S.S.S.C	Private Sch.	9(100%)	0(0%)	9(100%)	4	5.819	.213
	College	6(54.5%)	7(54.5%)	16(100%)			
	State Sch.	22(68.7%)	10(31.3%)	32(100%)			

Table 16 indicates cross-tabulation results for "Reading books or magazines in S.S.S.C" and "Doing homework in S.S.S.C" with respect to school of graduation. By looking at the Table, it can be said that 8 (89%) Private School graduates, 9 (82%) College graduates and 23(72%) State School graduates read books or magazines in S.S.S.C. 9 (100%) Private School graduates, 7 (54%) College graduates and 22 (68%) State School graduates do their homework in the S.S.S.C.

Chi-Square test results suggests that there is no statistically significant difference among school of graduation and "Reading books or magazines in S.S.S.C" and "Doing homework in S.S.S.C".

Table 17: Cross-tabulation result of participants using technology in their free time versus their school of graduation in open access hours

Items	Graduation	Yes	No	Total	df	X^2	p
Use computer outside the school	Private S.	8(88.9%)	1(11.1%)	9(100%)	2	2.793	.247
	College	9(81.8%)	2(18.2%)	11(100%)			
	State S.	31(96.9%)	1(3.1%)	32(100%)			
Free time I like listening to CD	Private S.	9(100%)	0(0%)	9(100%)	2	1.739	.419
	College	9(100%)	2(18.2%)	11(100%)			
	State S.	27(84.4%)	5(15.6%)	32(100%)			
Free time I lkie watching DVD	Private S.	9(100%)	0(0%)	9(100%)	2	1.267	.531
	College	10(90.9%)	1(9.1%)	11(100%)			
	State S.	28(87.5%)	4(12.5%)	32(100%)			
Free time I like watching TV	Private S.	6(66.7%)	3(33.3%)	9(100%)	2	7.380	**.025**
	College	10(90.9%)	1(9.1%)	11(100%)			
	State S.	31(96.9%)	1(9.1%)	32(100%)			
Free time I like using computer	Private S.	8(88.9%)	1(11.1%)	9(100%)	2	.294	.863
	College	9(81.8%)	2(18.3%)	11(100%)			
	State S.	26(81.3%)	6(18.8%)	32(100%)			
Use computer for chat, e-mail	Private S.	9(100%)	0(0%)	9(100%)	2	1.762	.414
	College	10(90.9%)	1(9.1%)	11(100%)			
	State S.	27(84.4%)	5(15.6%)	32(100%)			
Use computer for gathering information	Private S.	8(88.9%)	1(11.1%)	9(100%)	2	.194	.908
	College	9(81.8%)	2(18.2%)	11(100%)			
	State S.	27(84.4%)	5(15.6%0	32(100%)			
Use computer for practicing English	Private S.	7(77.8%)	2(22.2%)	9(100%)	2	.594	.743
	College	9(81.8%)	2(18.2%)	11(100%)			
	State S.	28(87.5%)	4(12.5%)	32(100%)			
Total				52			

Table 17 indicates cross-tabulation results for "Use computer outside the school", "I like listening CD", "I like watching DVD in free time", "I like watching TV in free time", "I like using computer in free time", "Use computer for chat, email", "Use computer for gathering information" and "Use computer for practicing English" with respect to school of graduation. By looking at the Table, it can be said that 8 (89%) Private School graduates, 9 (82%) College graduates and 31(97%) State

School graduates use a computer outside the school. Also, 9 (100%) Private School graduates, 9 (82%) College graduates and 27 (84%) State School graduates like listening to CDs in their free time. 9 Private School graduates, 10 College graduates and 28 State School graduates like watching DVDs in their free time. In addition, 6 (67%) Private School graduates, 10 (99%) College graduates and 31 (97%) State School graduates like watching TV in their free time. 8 (89%) Private School graduates, 9 (82%) College graduates and 26 (81%) State School graduates like using a computer in their free time. 9 (100%) Private School graduates, 10 (91%) College graduates and 27 (84%) State School graduates use a computer for chat, email, facebook etc. 8 Private School graduates, 9 College graduates and 27 State School graduates use the computer for gathering information. Moreover, 7 Private school graduates, 9 College graduates and 28 State School graduates use the computer for practicing English.

The Chi-Square results reveal that the items which are; "Use computer outside the school", "I like listening CD", "I like watching DVD in free time", "I like using computer in free time", "Use computer for chat, email", "Use computer for gathering information" and "Use computer for practicing English" have no statistically significant relationship with respect to school of graduation. On the other hand, "I like watching TV in free time" has statistically significant relationship with respect to school of graduation. The significance is, Pearson $X^2(2, N=52)=7.380 p=.025<.05$. There is significant difference because Private School graduates watch TV less than other graduates.

Table 18: Cross-tabulation result of how often participants read, do homework in S.S.S.C and use computer outside the school versus school graduation in open access hours

Items	Graduation	None	Everyday	Once a week	Once a month	df	X^2	p
How often do you read books or magazines in S.S.S.C	Private S. College State S.	1(11.1%) 1(9.1%) 10(31.3)	1(11.1%3(2 7.3%) 7(21.9%)	6(66.7) 5(45.5) 5(15.6%)	1(11.1) 2(18.2) 10(31.3%)	6	11.373	.078
How often do you do your homework in S.S.SC?	Private S. College State S.	0(0%) 4 (36.4%) 11(34.4%)	0 (0%) 2(18.2%) 4(12.5%)	6(66.7%) 3(27.3%) 15(46.9%)	3(27.3%) 2(18.2%) 2(6.3%)	6	10.368	.110
How often do you use computer outside of the school?	Private S. College State S.	1(11.1%) 1(9.1%) 1(3.1)	7(77.7%) 9(81.9% 27(84.4%)	1 11.1%) 1 (9.1%) 3 (9.4%)	0(0%) 0(0%) 1(3.1%)	6	1.733	.943

Table 18 displays cross-tabulation results for how often they read books or magazines in S.S.S.C, how often they do homework in S.S.S.C and how often they use a computer outside of the school with respect to school of graduation. 6 (67%) Private School graduates, 5 (45%) College graduates read books or magazines in S.S.S.C once a week. There were 10 (31%) State School graduates who read books or magazines once a month. Besides this, 6 (67%) Private School graduates, 3 (27%) College graduates and 15 (47%) State School graduates do their homework in S.S.S.C once a week. Furthermore, 7 (78%) Private School graduates, 9 (82%) College graduates and 27 (84%) State School graduates use a computer outside the school everyday.

According to the Chi-Square test results, “How often do you read books or magazines in S.S.S.C?”, “How often do you do homework in S.S.S.C?” and “How

often do you use computer outside of the school?" have no statistically significant difference with respect to school of graduation.

Table 19: Cross-tabulation result of first use of technology versus school of graduation in open access hours

Item	School of Graduation	PS	MS	HS	U	Total	df	X^2	p
First use CD player	Private S.	6(66.7%)	2(22.2%)	1(11.1%)	0(0%)	9(100%)	6	2.877	.824
	College	6(54.5%)	5(45.5%)	0(0%)	0(0%)	11(100%)			
	State S.	16(50.0%)	13(40.6%)	2(6.3%)	1(3.1%)	32(100%)			
First use DVD	Private S.	0(0%)	0(0%)	9(100%)	0(0%)	9(100%)	4	7.073	.132
	College	1(9.1%)	4(36.4%)	6(54.5%)	0(0%)	11(100%)			
	State S.	1(3.1%)	13(40.6%)	18(56.3%)	0(0%)	32(100%)			
First use computer	Private S.	0(0%)	5(55.6%)	4(44.4%)	0(0%)	9(100%)	4	5.150	.272
	College	1(9.1%)	7(63.6%)	3(27.3%)	0(0%)	11(100%)			
	State S.	1(3.1%)	11(34.4%)	20(62.5%)	0(0%)	32(100%)			
First have CD player	Private S.	0(0%)	8(88.9%)	1(11.1%)	0(0%)	9(100%)	6	7.435	.282
	College	1(9.1%)	9(81.9%)	1(9.1%)	0(0%)	11(100%)			
	State S.	0(0%)	21(65.6%)	10(31.3%)	1(3.1%)	32(100%)			
First have DVD	Private S.	0(0%)	5(55.6%)	4(44.4%)	0(0%)	9(100%)	2	7.779	.092
	College	0(0%)	6(54.4%)	5(45.5%)	0(0%)	11(100%)			
	State S.	0(0%)	8(25.0%)	24(75.0%)	0(0%)	32(100%)			
First have computer	Private S.	0(0%)	1(11.1%)	6(66.7%)	2(22.2%)	9(100%)	4	4.268	.371
	College	0(0%)	2(18.2%)	7(63.6%)	2(18.2%)	11(100%)			
	State S.	0(0%)	6(18.8)	25(78.1%)	1(3.1%)	32(100%)			
Total						105			

Table 19 displays cross-tabulation results for when the participants first used a CD player, DVD, computer, first had a CD player, DVD, and computer with respect to school of graduation. 6 (67%) Private School graduates, 6 (54%) College graduates, 16 (50%) State School graduates first used a CD player at Primary School. 9 (100%) Private School graduates, 6 (54%) College graduates, 18 (56%) State School graduates first used DVD at High School. 5 (51%) Private School graduates, 7 (64%) College graduates first used a computer at Middle School. There were 20 (62%) of the State School graduates who first used a computer at High school. 8 (89%) Private school graduates, 9 (82%) College graduates, 21 (66%) State School graduates first had a CD player at Middle School. 5 (56%) Private School graduates,

6 (54%) College graduates first had DVD at Middle School. 24 (75%) of the State School graduates first had DVD at High School. Also, 6 (19%) Private School graduates, 7 (64%) College graduates, 25 (78%) State School graduates first had a computer at High School.

Table 19 reveals that according to the Chi-Square test results for when the participants first used a CD player, DVD, computer, first had a CD player, DVD, and computer there is no statistically significant difference with respect to school of graduation.

4.1.3.2 Analysis of Questionnaire distributed in Lesson Hour

There are 31 female students and 74 male students (105 students) who answered the questionnaire in their lesson hour. Tables from starting Table 20 to Table 23 will be analyzed with respect to gender. While analyzing the Tables Primary School will be shortened as PS, Middle School will be shortened as MS, High School will be shortened as HS and University will be shortened as U.

Table 20:Cross-tabulation result of time spent in using technology in S.S.S.C in lesson hours versus gender

Item	gender	O min	10 min	20 min	30 min	40 min	50 min	df	X^2	p
Used computer in S.S.S.C for educational reasons	Female Male	8(15.8%) 23(31.1%)	2(6.5%) 7(9.5%)	7(32.6%) 9(12.2%)	8(15.8%) 18(24.3%)	3(9.7%) 7(9.5%)	3(9.7%) 10(13.5%)	5	2.273	.810
Used computer in S.S.S.C for non-educational reasons	Female Male	18(25.8%) 51(68.9%)	9(29.0%) 14(18.9%)	2(6.5%) 8(10.8%)	1(3.2%) 1(1.4%)	0(0%) 0(0%)	0(0%) 0(0%)	4	4.638	.327
Used listening CDs in S.S.S.C	Female Male l	24(77.4%) 54(73.0%)	1(3.2%) 12(16.2%)	5(16.1%) 4(5.4%)	1(3.2%) 1(1.4%)	0(0%) 2(2.7%)	0(0%) 1(1.4%)	5	7.627	.178
Watched DVDs in S.S.S.C	Female Male	27(87.1%) 57(77.0%)	1(3.2%) 6(8.1%)	1(3.2%) 2(2.7%)	1(3.2%) 0(0%)	1(3.2%) 6(8.1%)	1(3.2%) 3(4.1%)	4	1.900	.754
Watched TV in S.S.S.C	Female Male	29(93.5%) 64(86.5%)	0(0%) 4(5.4%)	2(6.5%) 1(1.4%)	0(0%) 1(1.4%)	0(0%) 1(1.4%)	0(0%) 3(4.1%)	5	5.882	.318
Used speaking room in S.S.S.C	Female Male	24(77.4%) 62(83.8%)	4(12.9%) 5(6.8%)	0(0%) 4(5.4%)	0(0%) 1(1.4%)	1(3.2%) 0	2(2.7%) 2(2.7%)	5	16.291	.273

Table 20 shows cross-tabulation results for “Use computer in S.S.S.C for educational reasons”, “Use computer in S.S.S.C for non-educational reasons”, “Use listening CDs in S.S.S.C”, “Watch DVD in S.S.S.C”, “Watch TV in S.S.S.C” and “Use speaking room in S.S.S.C” with respect to gender. There were 23 (95%) female students and 51(69%) male students who used computers in S.S.S.C for educational reasons. 13 (67%) female students and 23(31%) male students used a computer for non-educational reasons. 7 (22%) female students and 20 (27%) male students used listening CDs in S.S.S.C. In addition, 4 female students and 17 male students watched DVDs in S.S.S.C. While 2 (6%) female students watched TV in S.S.S.C, 10 (14%) male students watched TV in S.S.S.C. 7 (22%) female and 12 (17%) male students used speaking room in S.S.S.C. The result that can be drawn from using listening CDs in S.S.S.C, watching DVD in S.S.S.C, watching TV in S.S.S.C and

using the speaking room in S.S.S.C is that most of the students (both female and male) do not use them.

Chi-Square test results suggest that "Use computer in S.S.S.C for educational reasons", "Use computer in S.S.S.C for non-educational reasons", "Use listening CDs in S.S.S.C", "Watch DVD in S.S.S.C", "Watch TV in S.S.S.C" and "Use speaking room in S.S.S.C" have no statistically significant diffrerence with respect to gender.

Table 21: Cross-tabulation result of participants using S.S.S.C in lesson hours versus their gender

Item	Gender	Yes	No	Total	df	X^2	p
Read books or magazines in S.S.S.C	Female	12(38.7%)	19(61.3%)	31(100%)	1	1.71	.191
	Male	39(52.7%)	35(47.3%)	74(100%)			
Do homework in S.S.S.C	Female	21(67.7%)	10(32.3%)	31(100%)	1	.066	.797
	Male	52(70.3%)	22(29.7%)	74(100%)			
Total				105			

Table 21 indicates cross-tabulation results for "Read books or magazines in S.S.S.C" and "Do homework in S.S.S.C" with respect to gender. By looking at Table, it can be said that 12 (39%) female students read books or magazines in the S.S.S.C which indicates that most of them do not read books or magazines in S.S.S.C. 39 (53%) male students read books or magazines in S.S.S.C. 21 (68%) female and 52 (70%) male students do their homework in the S.S.S.C.

Results of the Chi-Square test suggest that "Read books or magazines in S.S.S.C" and "Do homework in S.S.S.C" have no significant relationship with respect to gender.

Table 22: Cross-tabulation result of participants using technology in their free time versus their gender in lesson hours

Item	Gender	Yes	No	Total	df	X^2	p
Free time I like listening CD	Female	24(77.4%)	7(22.6%)	31(100%)	3	2.508	.474
	Male	56(77.0%)	18(24.3%)	74(100%)			
Free time I like watching DVD	Female	24(77.4%)	7(22.6%)	31(100%)	1	4.218	**.040**
	Male	68(91.9%)	6(8.1%)	74(100%)			
Free time I like watching TV	Female	26(83.9%)	5(16.1%)	31(100%)	1	2.227	.136
	Male	69(93.2%)	5(6.8%)	74(100%)			
Free time I like using a computer	Female	28(90.3%)	3(9.7%)	31(100%)	1	.133	.715
	Male	65(87.8%)	9(12.2%)	74(100%)			
Use the computer for chat, email etc	Female	28(90.3%)	3(9.7%)	31(100%)	1	.030	.863
	Male	65(89.2%)	9(12.2%)	74(100%)			
Use the computer for gathering information	Female	30(96.8%)	1(3.2%)	31(100%)	1	.041	.840
	Male	71(95.6%)	3(9.7%)	74(100%)			
Use the computer for practicing English	Female	29(93.5%)	2(6.5%)	31(100%)	1	.044	.833
	Male	70(94.6%)	4(5.4%)	74(100%)			
Total				105			

Table 22 indicates cross-tabulations and results for “I like listening CD in free time”, “I like watching DVD in free time”, “I like watching TV in free time”, “I like using computer in their free time”, “Use computer for chat, email”, “Use computer for gathering information” and “Use computer for practicing English” with respect to gender. Table 22 shows that (77%) female and 56 (77%) male students like listening to CDs in their free time. Moreover, 24 (77%) female and 68 (92%) male students like watching DVD in their free time. 26 (84%) female and 69 (93%) male students like watching TV in their free time. 28 (90%) female and 65 (88%) male students like using a computer in their free time. While 28 (90%) female students use the computer for chat, email, facebook etc., 65 (89%) male students use the computer for

chat, e-mail, facebook etc. 30 (97%) female students and 71 (96%) male students use the computer for gathering information. 29 (93%) female students and 70 (95%) male students use the computer for practicing English. It can be understood that most of the students both female and male like listening to CDs, watching DVDs, watching TV, using a computer in their free time, using a computer for chat, email, using a computer for gathering information and for practicing English.

The Chi-Square results for "I like listening CD in free time", "I like watching TV in free time", "I like using computer in their free time", "Use computer for chat, email", "Use computer for gathering information" and "Use computer for practicing English" suggests that there is no statistically significant difference with respect to gender. However, "I like watching DVD in free time" has statistically significant relationship with respect to gender. The significant relationship is, Pearson $X^2(1, N=105) = 4.218 p= .040 <.05$. Female students watch DVDs in their free time more than male students.

Table 23: Cross-tabulation result of first use of technology versus gender in lesson hours

Item	Gender	PS	MS	HS	U	df	X^2	p
First use CD player	Female	26(83.9%)	5(16.1%)	0(0%)	0(0%)	1	2.227	.136
	Male	69(93.2%)	5(6.8%)	0(0%)	0(0%)			
First use DVD	Female	16(31.6%)	9(29.0%)	5(16.1%)	1(3.2%)	3	5.076	.166
	Male	46(62.2%)	24(32.4%)	3(4.1%)	1(1.4%)			
First use computer	Female	0(0%)	9(29.0%)	21(67.7%)	1(3.2%)	3	3.573	.311
	Male	2(2.7%)	11(14.9%)	59(75.7%)	2(12.2%)			
First have CD player	Female	1(3.2%)	4(12.9%)	25(80.6%)	1(3.2%)	3	2.210	.530
	Male	3(4.1%)	19(25.7%)	50(67.6%)	2(2.7%)			
First have DVD	Female	3(9.7%)	20(64.5%)	8(25.8%)	0(0%)	3	5.581	.134
	Male	4(5.4%)	56(75.7%)	9(12.2%)	5(6.8%)			
First have computer	Female	1(3.2%)	9(29.0%)	20(64.5%)	1(3.2%)	3	.524	.913
	Male	2(2.7%)	17(23.0%)	53(71.6%)	2(2.7%)			

Table 23 displays cross-tabulation results for when the participants first used a CD player, DVD, computer, first had a CD player, DVD, and computer with respect to gender. 26 (84%) female and 69 (93%) male students first used a CD player at Primary School. Also, 16 (32%) female and 46 (62.2%) male students first used a DVD at Primary School. Both female and male students first used a CD player and a DVD at Primary School. 21 (68%) female students first used a computer at High School. 59 (80%) male students first used computer at Primary School. 25 (81%) female students and 50 (68%)male students first had a CD player at High School. 20 (64%) female and 56 (76%) male students first had DVD at Middle School. 20 female students out of 31 first had a computer at High School. 53 male students out of 74 first had a computer at High School.

The Chi-Square test results for when the participants first used a CD player, DVD, computer, first had a CD player, DVD, and computer reveals that there is no statistically significant difference with respect to gender.

There are 38 Private School graduates, 15 College graduates and 66 State School graduates which are total 105 students who used S.S.S.C in their lesson hour. Table 24 to Table 27 will be analyzed with respect to school of graduation.

Table 24: Cross-tabulation result of time spent in using technology in S.S.S.C in lesson hours versus school of graduation

Item	Graduation	0 min	10 min	20 min	30 min	40 min	50 min	df	X^2	p
Used computer in S.S.S.C for educational reasons	Private S. College State S.	8(33.3%) 4(26.7%) 19(28.8%)	0(0%) 4(26.7%) 5(7.6%)	7(29.2%) 2(13.3%) 7(10.6%)	4(16.7%) 2(13.3%) 20(30.3)	2(8.3%) 1(6.7%) 7(10.6%)	3(12.5%) 2(13.3%) 8(12.1%)	10	10	.149
Used computer in S.S.S.C for non-educational reasons	Private S. College State S.	18(75.0%) 8(53.3%) 43(65.2%)	5(20.8%) 5(31.3%) 13(19.7%)	1(4.2%) 2(13.3%) 7(10.6%)	0(0%) 0(0%) 2(3.0%)	0(0%) 0(0%) 1(1.5%)	0(0%) 0(0%) 0(0%)	8	4.528	.807
Used listening CDs in S.S.S.C	Private S. College State S.	17(70.8%) 10(66.7%) 51(77.3%)	2(8.3%) 4(26.7%) 7(10.6%)	3(12.5%) 1(6.7%) 5(7.6%)	1(4.2%) 0(0%) 1(1.5%)	0(0%) 0(0%) 1(1.5%)	0(0%) 0(0%) 1(1.5%)	10	6.322	.788
Watched DVD in S.S.S.C	Private S. College State S.	20(83.3%) 11(73.3%) 53(80.3%)	1(4.2) 2(13.3%) 4(6.1%)	2(8.3%) 0(0%) 1(1.5%)	0(0%) 0(0%) 7(10.6%)	1(4.2%) 0(0%) 1(1.5%)	0(0%) 2(13.3%) 0(0%)	8	13.370	.100
Watched TV in S.S.S.C	Private S. College State S.	20(83.3%) 12(80.0%) 61(92.4%)	1(4.2%) 1(6.7%) 2(1.5%)	2(8.8%) 0(0%) 1(1.5%)	0(0%) 1(6.7%) 0(0%)	1(4.2%) 0(0%) 0(0%)	0(0%) 1(6.7%) 2(1.5%)	10	14.937	.134
Used speaking room in S.S.S.C	Private S. College State S.	20(83,3%) 12(80.0%) 54(81.8%)	0(0%) 2(13.3%) 7(10.6%)	1(4.2%) 0(0%) 3(4.5%)	0(0%) 1(6.7%) 1(1.5%)	1(4.2%) 0(0%) 0(0%)	3(12.5%) 0(0%) 1(1.5%)	10	16.291	.092

Table 24 indicates cross-tabulation results for “Use computer in S.S.S.C for educational reasons”, “Use computer in S.S.S.C for non-educational reasons”, “Use listening CDs in S.S.S.C”, “Watch DVD in S.S.S.C”, “Watch TV in S.S.S.C” and “Use speaking room in S.S.S.C” with respect to school of graduation. There are 16 (67%) Private School graduates, 11 (47%) College graduates and 29 (60%) State School graduates who used a computer in S.S.S.C for educational reasons. On the other hand, there are 6 (25%) Private School graduates, 7 (47%) College graduates and 11 (35%) State School graduates who used a computer in S.S.S.C for non-educational reasons. 7 (29%) Private School graduates, 5 (33%) College graduates and 18 (21%) State School graduates used listening CDs in S.S.S.C. Also, 4 (12%) Private School graduates,4 (27%) College graduates and 13 (19%) State School

graduates watched DVDs in S.S.S.C. Furthermore, 4 (27%) Private School graduates, 3 (21%) College graduates and 5 (7%) State School graduates watched TV in S.S.S.C. Speaking room is used by 17% Private School graduates, 20% College graduates and 18% State School graduates. According to these analyses, most students did not use listening CDs, watch DVDs, TV and speaking room in S.S.S.C.

Table 24 indicates that "Use computer in S.S.S.C for educational reasons", "Use computer in S.S.S.C for non-educational reasons", "Use listening CDs in S.S.S.C", "Watch DVD in S.S.S.C", "Watch TV in S.S.S.C" and "Use speaking room in S.S.S.C" have no statistically significant difference with respect to school of graduation.

Table 25: Cross-tabulation result of using S.S.S.C in lesson hours versus their school of graduation

Item	School of Graduation	yes	no	total	df	X^2	p
Reads books or magazines in S.S.S.C	Private Sch. College State Sch.	12(50.0%) 8(53.3%) 31(47.00%)	12(50%) 7(46.7%) 35(53.0%)	24(100%) 15(100%) 66(100%)	2	.224	.894
Do homework in S.S.S.C	Private Sch. College State Sch.	13(54.2%) 6(40.0%) 54(81.8%)	11(45.8%) 9(60.0%) 12(18.2%)	24(100%) 15(100%) 66(100%)	2	13.550	**.001**
Total				105			

Table 25 indicates cross-tabulation results for reading books or magazines in S.S.S.C and doing homework in S.S.S.C with respect to school of graduation. There are 12 (50%) Private School graduates 8 (53%) College graduates and 31 (47%) State School graduates who read books or magazines in S.S.S.C. There are 13 (54%) Private School graduates, 6 (40%) College graduates and 54 (82%) State School graduates who do homework in S.S.S.C.

According to the Chi-Square test results for reading books or magazines in S.S.S.C there is no significant difference with respect to school of graduation. In contrast, there is statistically significant difference between doing homework in S.S.S.C and school of graduation because State School graduates do homework in S.S.S.C more than Private School and College graduates. The significance is, Pearson X^2 (2, N=105)=13.550 P=.001<.05.

Table 26: Cross-tabulation result of participants using technology in their free time versus their school of graduation in lesson hours

Item	Graduation	Yes	No	Total	df	X^2	p
Free time I like listening CD	Private S.	18(75.0%)	6(25.0%)	24(100%)	6	5.447	.488
	College	11(73.3%)	4(26.7%)	15(100%)			
	State S.	51(77.3%)	15(22.7%)	66(100%)			
Free time I like watching DVD	Private S.	20(87.5%)	3(12.5%)	24(100%)	2	.017	.992
	College	13(86.7%)	2(13.3%)	15(100%)			
	State S.	58(87.9%)	8(12.1%)	66(100%)			
Free time I like watching TV.	Private S.	21(87.5%)	4(16.7%)	24(100%)	2	3.014	.222
	College	15(100%)	0(0%)	15(100%)			
	State S.	60(90.9%)	6(9.1%)	66(100%)			
Free time I like using computer	Private S.	21(87.5%)	3(12.5%)	24(100%)	2	.125	.939
	College	13(86.7%)	2(13.3%)	15(100%)			
	State S.	59(89.4%)	7(10.6%)	66(100%)			
Use the computer for chat, email, etc	Private S.	23(95.8%)	1(4.2%)	24(100%)	2	4.312	.116
	College	15(100%)	0(0%)	15(100%)			
	State S.	56(84.8%)	10(13.2%)	66(100%)			
Use the computer for gathering information	Private S.	24(100%)	0(0%)	24(100%)	2	2.457	.293
	College	15(100%)	0(0%)	15(100%)			
	State S.	62(93.9%)	4(6.1%)	66(100%)			
Use the computer for practicing English	Private S.	23(95.8%)	1(4.2%)	24(100%)	2	1.440	.487
	College	15(100%)	0(0%)	15(100%)			
	State S.	61(92.4%)	5(7.6%)	66(100%)			
Total				105			

Table 26 indicates cross-tabulation results for “I like listening CD in free time”, “I like watching DVD in free time”, “I like watching TV in free time”, “I like using computer in free time”, “Use computer for chat, email”, “Use computer for gathering information” and “Use computer for practicing English” with respect to school of graduation. Moreover, there are 18 (75%) Private School graduates, 11 (73%) College graduates and 51 State School graduates who like listening to CDs in

their free time. There are 21 (87%) Private School graduates, 13 (87%) College graduates and 36 State School graduates who like watching DVDs in their free time. 20 (83%) Private School graduates, 15 (100%) College graduates and 60 (91%) State School graduates like watching TV in their free time. Beside this, there are 20 (83%) Private School graduates, 15 (100%) College graduates and 60 (91%) State School graduates who like using a computer in their free time. 23 (96%) Private School graduates, 15 (100%) College graduates and 56 (85%) State School graduates use the computer for chat, email. etc. Furthermore, 24 (100%) Private school graduates, 15 (100%) College graduates and 62 (94%) State School graduates use the computer for gathering information. In addition to this, 23 (96%) Private School graduates, 15 (100%) College graduates and 61 (92%) State School graduates use the computer for practicing English. According to these results, most of the students like listening to CDs, watching DVDs, watching TV, using computers in their free time also they use the computer for chat, email, use the computer for gathering information and for practicing English.

The Chi-Square test results suggest that the items which are; “I like listening CD in free time”, “I like watching DVD in free time”, “I like watching TV in free time”, “I like using computer in free time”, “Use computer for chat, email”, “Use computer for gathering information” and “Use computer for practicing English” have no statistically significant relationship with respect to school of graduation.

Table 27: Cross-tabulation result of first use of technology versus school of graduation in lesson hours

Item	Graduation	PS	MS	HS	U	df	X^2	p
First use of CD player	Private S.	24(100%)	0(0%)	0(0%)	0(0%)	2	3.964	.138
	College	14(93.3%)	1(6.7%)	0(0%)	0(0%)			
	State S.	57(86.4%)	9(13.6%)	0(0%)	0(0%)			
First use DVD	Private S.	18(75.0%)	4(16.7%)	1(4.2%)	1(4.2%)	6	9.648	.140
	College	9(60.0%)	3(20.0%)	3(20.0%)	0(0%)			
	State S.	35(53.0%)	26(39.4%)	4(6.1%)	1(1.5%)			
First use computer	Private S.	1(4.2%)	5(20.8%)	16(66.7%)	2(8.3%)	6	7.573	.271
	College	1(6.7%)	3(20.0%)	11(73.3%)	0(0%)			
	State S.	0(0%)	12(18.2%)	53(80.3%)	1(1.5%)			
First have CD player	Private S.	2(8.3%)	6(25.0%)	16(66.7%)	0(0%)	6	4.245	.644
	College	0(0%)	4(26.7%)	11(73.3%)	0(0%)			
	State S.	2(8.3%)	13(19.7%)	48(72.7%)	3(4.5%)			
First have DVD	Private S.	2(8.3%)	18(75.0%)	2(8.3%)	2(8.3%)	6	3.965	.681
	College	0(0%)	12(80.0%)	3(20.0%)	0(0%)			
	State S.	5(7.6%)	46(69.7%)	12(18.2%)	3(4.5%)			
First have computer	Private S.	1(4.2%)	6(25.0%)	17(70.8%)	0(0%)	6	8.623	.196
	College	1(6.7%)	7(46.7%)	6(40.0%)	1(6.7%)			
	State S.	1(1.5%)	13(19.7%)	50(75.8%)	2(3.0%)			

Table 27 displays cross-tabulation results for first used CD player, DVD, computer, first had CD player, DVD, and computer with respect to school of graduation. 24 (100%) Private School graduate, 14 (93%) College graduate and 57 (86%) State School graduate first used a CD player at Primary. Similarly, 18 (75%) Private School graduates, 9 (60%) College graduates first used a DVD at Primary School. 35 (53%) of the State School graduates first used a DVD at Primary School and 26 (39%) of them first used a DVD at Middle School. 16 (67%) Private School graduates, 11 (73%) College graduates and 53 (80%) State School graduates first used a computer at High School. Also, 16 (67%) Private School graduates, 11 (73%) College graduates and 48 (73%) State School graduates first had a CD at Middle School. On the other hand, 18 (75%) Private School graduates, 12 (80%) College graduates and 46 (70%) State School graduates first had a DVD at High School. In contrast, there are 17 (71%) Private School graduates, 7 (47%) College graduates and 50 (76%) State School graduates who first had a computer at High School.

The Chi-Square test results for first used CD player, DVD, computer, first had CD player, DVD, and computer reveals that there is no statistically significant difference with respect to school of graduation.

4.2 Discussion

As it has been mentioned in Chapter 3, the questionnaire was administered to 105 students during the lesson hours and 52 students in the open access hours in S.S.S.C. In the first part of the questionnaire, demographic information is obtained. This information consisted of the gender and school of graduation. Also, means of students' attitudes towards technology and S.S.S.C are analyzed. According to the demographic information, most of the students are males at EPS. There are 31 females (29.5%) and 74 males (70.5%) who attended to the survey during the lesson. Moreover, there are 16 females (30.8%) and 36 males (69.2%) who answered the questionnaire in open access hours. For the school of graduation of students, it could be said that most of the students graduated from State Schools. For instance, there are 24 Private School graduates (22.9%), 15 College graduates (14.3%) and 66 State School graduates (62.9%) out of 105 who participated the survey in lesson hour. In addition, there are 9 Private School graduates (17.3%), 11 College graduates (21.2%) and 32 State School graduates (61.5%) who answered the questionnaire in open access hours.

In the findings of the Attitude Scale Questions which are "CD player is very helpful for education", "DVD is very helpful for education" , "TV is very helpful for education", "Computer is very helpful for education", "CD player is very helpful for learning English", "DVD is very helpful for learning English", "TV is very helpful for learning English", "Computer is very helpful for learning English", "I enjoy

going to the S.S.S.C" "I enjoy studying at the S.S.S.C" are analyzed to obtain information on students' attitudes on using technology and S.S.S.C. Due to the means, during the lesson hour; most of the students agreed on these questions In the open access hours, most of the students strongly agreed on the questions.

Cross-tabulations were conducted for students' gender and school of graduation was conducted. Yes/no questions and multiple choice questions are included. Majority of the students are in agreement with the questions. However, there are differences which change according to the gender and school of graduation. Those differences will be presented in this section. Firstly, the results of the questionnaires will be interpreted for open access hours. Table 10 shows that female students watch DVDs in S.S.S.C more than male students, which indicates the statistical significant difference which respect to gender (p=.028). Table 12 indicates that both female and male students do not use listening CDs and DVDs in the S.S.S.C much, but they like to use them in their free times. This may indicate that they do not like the materials. Table 14 displays that most of the male students first had their own computer at Middle School whereas nearly half of the female students first had their own computer at Middle School which indicates that there is a statistically significant difference with respect to gender (p=.004). Moreover, Table 17 indicates that Private School graduates spend less time on watching TV in their free time which shows a statistically significant difference with respect to school of graduation (p=.025).

Secondly, the results of the questionnaires will be interpreted with respect to the administered during the lesson hour. Table 21 reveals that, as opposed to male students, most of the females do not read books or magazines in S.S.S.C. Moreover,

Table 22 points out that female students watch more DVDs in their free times than male students which shows that there is a statistical significant difference with respect to gender(p=.040) Table 25 signifies that most State School (82%) graduates do homework in S.S.S.C. On the other hand, approximately half of the College and Private School graduates do homework in S.S.S.C which points out that there is a statistically significant difference with respect to school of graduation (p=.001).

Chapter 5

CONCLUSION

Using technology makes people's lives easier. Throughout history, it has provided positive changes and improvements. Computers and the Internet are among the most popular materials in education. By using the materials that employs technology, students can learn English easily. Technology enables students to work individually and get immediate feedback. S.S.S.C can be one of the best places to improve learner autonomy where students make their own choices. Using technology in S.S.S.C gives an opportunity to students and has a variety of technological choices which helps to promote independence in learning.

This chapter will cover a summary of the study, and also conclusions drawn from the research questions will be laid down. Moreover, pedagogical implications and suggestions for further research will be presented.

5.1 Summary of the Study

The S.S.S.C and its significance is accepted by the researchers as Sheerin (1997), Gardner and Miller (2011), Jones (2001) and Tomlinson (2010). According to the review, self-access enable learners to work independently which promotes and facilitate autonomous learning. But, they usually look like a library or computer laboratory. So, there has to be learner training (Detaramani and Chan, 1999). However, not enough importance is given to this issue at EPS which led the researcher to explore it. There has not been any research studies about S.S.S.C. For

the present study, EPS students at EMU were selected. A questionnaire was prepared for 2008-2009 academic year. This questionnaire was prepared for two purposes. The questionnaire was used with students who were in lessons in S.S.S.C. It includes demographic questions (asking students' gender and school of graduation), five-point Likert scale questions, yes/no questions and multiple choice questions. Also, the questionnaire is used with students who were in open-access hours in S.S.S.C. Similarly, the questionnaire consists of demographic questions (asking students' gender and school of graduation), five-point Likert scale questions, yes/no questions and multiple choice questions. The only difference between the questionnaires is that for open access-hour if the students answer 3 questions as yes, inside of that questions there are extra multiple choice questions. The questionnaire was administered to a total of 157 students. 105 students responded to the questionnaire during the lesson at S.S.S.C and 52 students responded to the questionnaire during open-access at S.S.S.C. For the study a 'case study' design is preferred and quantitative data is collected. From the nonrandom sampling strategies, the researcher preferred Purposive Sampling. Participants were EMU, EPS students who come to S.S.S.C during the lesson and open access hours.

The procedures the researcher used started with getting permission from EPS, EMU administration to conduct the research. After permission, the researcher distributed the questionnaires to students in the S.S.S.C. The questionnaire was distributed separately to the students who come to theS.S.S.C in their lesson hour and to the students who come S.S.S.C in open-access hours.

The findings of the study (questionaire administered during the open-access) point out that most of the students agreed that CD players, DVDs, TVs and computer are very helpful for education and for learning English. Besides, they agreed that they enjoy going to and studying at the S.S.S.C. The most of the students use computers in S.S.S.C. They also watch CDs and DVDs and TV in their free time instead of at S.S.S.C. Besides, female students watch DVD in S.S.S.C more than male students. State School graduates do homework in S.S.S.C more than the other graduates. Private School graduates watch TV in their free time less than State School and College graduates .

The findings of the study (questionnaire administered during the lesson) indicates that majority of the students agreed that CD player, DVD, TV and computer are very helpful for education and for learning English. Further, they agreed that they enjoy going to and studying at the S.S.S.C. Findings suggest that students do not use much of the technological materials (CD, DVD,TV) and the speaking room in S.S.S.C. However, they like listening to CDs, watching DVDs and watching TV in their free time. In addition, females like watching DVDs in their free time more than males. Also, computers are used more than other technological materials. This indicates that CDs, DVDs and TV programs need to be improved. Also, the use of the speaking room need to be more encouraged by the teachers. Computers are used by both female and male students for chat, email, gathering information and practicing English. State School graduates do homework in S.S.S.C more than Private School and College graduates.

5.2 Conclusions Drawn from the Study

In this section, research questions will be re-visited and answered with the findings from the study. Five research questions were set at the beginning of the study. The findings will be analyzed according to the questionnaires which are administered during the open access hours and during the lesson hour. Fifty two students answered the former and one hundred five students answered the latter. Research questions 1, 3 4 and 5 were analyzed according to cross-tabulations. Research question 2 was analyzed according to descriptive means. The research questions and their possible responses are presented below:

Research Question 1- How does the time spent in using technology in S.S.S.C by the students in open accesss hours and lesson hours differ with respect to gender and school of graduation?

In order to answer this research question, cross-tabulations were analyzed. Cross-tabulations include the questions as follows: “Used computer in S.S.S.C for educational reasons”, “Used computer in S.S.S.C for non-educational reasons”, “Used listening CDs in S.S.S.C”, “Watched DVD in S.S.S.C”, “Watched TV in S.S.S.C”, “Used speaking room in S.S.S.C”. According to the questionnaire which was administered during the open-access, except the item; “Watched DVD in S.S.S.C” , there is no significant difference in the responses with respect to gender and school of graduation. The significant diference shows that female students watch more DVDs than male students in S.S.S.C. The questionnaire which was administered during the lesson hour reveals that there is no significant difference with respect to gender and school of graduation.

Research Question 2- How are the attitudes of students' towards technology in S.S.S.C in open access hours and lesson hours?

In order to respond the research question, attitude scale questions were analyzed due to description of their means. "CD player is very helpful for education", "DVD is very helpful for education" , "TV is very helpful for education", "Computer is very helpful for education", "CD player is very helpful for learning English", "DVD is very helpful for learning English", "TV is very helpful for learning English", "Computer is very helpful for learning English", "I enjoy going to S.S.S.C" and "I enjoy studying at the S.S.S.C" are the items of attitude scale questions. According to the questionnaire which was administered during the open-access, approximately all the students' attitudes towards the items were strongly agree. However, students' attitudes towards benefits of TV for education and for learning English included an agree option. Data collected during the lesson hour reveals that students are in agreement with all the items. There were not any "strongly agree" options among the students' answers.

Research Question 3- How are the attitudes of students' towards using S.S.S.C in open access hours and lesson hours differ with respect to gender and school of graduation?

Cross-tabulation analysis were used to explore the responses given for this particular research question. The items are as follows: "Read book or magazine in S.S.S.C", "Do homework in S.S.S.C", There are three more questions which are asked only to open access users. They are as follows: "How often do you read book or magazine in S.S.S.C?", "How often do you do homework in S.S.S.C?", How often do you use computer outside the school?". The questionnaire administered in open access hours

indicates that there is no significant difference with respect to gender and school of graduation. During the lesson hour, findings indicate that there is no significant difference with respect to gender and school of graduation except that State School graduates do more homework in S.S.S.C than College and Private School graduates.

Resaerch Question 4- How are the attitudes of students' towards using technology in their free time in open access hours and lesson hours differ with respect to gender and school of graduation?

Cross-tabulation analysis were used to respond the research question. " Use computer outside the school", "Free time I like listening CD", "Free time I like watching DVD", "Free time I like watching TV" and "Free time I like using computer", "Use computer for chat, e-mail etc", "Use computer for gathering information" and "Use computer for practicing English" are the items which the research question covers. Questionnaires administered in open access hour indicate that there is only one significant difference with respect to gender and school of graduation. That is: female students like watching DVD in their free time more than male students. During the lesson hour, findings indicate that there is one significant difference with respect to gender and school of graduation. The significant difference is: Private School graduates watch less TV than College and State School graduates in their free time.

Research Question 5- How are the students' first use and first own of technology in open access hours and lesson hours differ with respect to gender and school of graduation?

The answers the researcher provide for this research question are from the findings she obtained from cross-tabulations. The items are about when students first used a CD player, DVD and computer and also when they first had a CD player, DVD and computer. According to the questionnaire which was administered in open access, there is only one significant difference with respect to gender. That is: male students who first had a computer at High School are more than female students who first had computer at Middle School. On the other hand, in the questionnaire administered in lesson hour; there is no significant difference with respect to gender and school of graduation.

To sum up, in the literature; it is said that self-access centers are important in learner autonomy. Altough self-access centers were given importance by other cultures, not enough importance were given to self-access centers in the T.R.N.C. For example, there has not been any research about S.S.S.Cs at EMU or elsewhere in the T.R.N.C, particularly in the EPS, EMU context. There are no other self-access centers at other universities in the T.R.N.C. From the beginning of students' education lives, autonomous learning has to be fostered in schools. Thus, students can benefit from the advantages of self-access centers.

5.3 Pedagogical Implications

S.S.S.C is vital for learner autonomy. School administration and teachers; especially learner advisors who work in S.S.S.C should have good cooperation and collaboration with each other and with students for renewing the materials and encouraging students to be more autonomous which fosters independent learning. By presenting modern technological materials, students may benefit more from the

advantages of S.S.S.C. For instance, students can use a variety of ways to improve their English.

5.4 Suggestions for Further Research

The present study examined students' attitudes towards using S.S.S.C. Further studies can be conducted to examine teachers' perceptions of the S.S.S.C. Another focus of the study was to discover if gender and school of graduation influence students' attitudes towards using the S.S.S.C. By further research, students' level of study at EPS can be taken into consideration while examining the study.

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APPENDICES

Appendix A: Letter of Consent

April 17, 2009

Dear Makbule,

You have granted permission to carry out research (distribute a questionnaire to students) in the EMU English Preparatory School for your MA thesis on **Attitudes of English Preparatory School Students' towards Using S.S.S.C.**

Good luck with your research and please do not hesitate to contact me should you have any questions.

All the best,

Nevin Adalar

Teacher Training, Coordinator
EMU EPS

Appendix B: Questionnaires

English Preparatory School a.Female
2008-2009 Spring Semester b. Male
Please cross (x) the appropriate choice (for the open-access hour).

1. I graduated from …
   a. a private school
   b. a college
   c. a state school

2. I used a computer in S.S.S.C for educational purposes (Longman, Eagle, etc).

0_____30_____60_____90
minutes minutes minutes

3 I used a computer in the S.S.S.C for non-educational reasons (email, chat, etc).

0_____30_____60_____90
minutes minutes minutes

4. I used the listening cassettes and CDs in the S.S.S.C.

0_____30_____60_____90
minutes minutes minutes

5. I watched a DVD film in the S.S.S.C.

0_____30_____60_____90
minutes minutes minutes

6. I watched the television in the S.S.S.C.

0_____30_____60_____90
minutes minutes minutes

7. I used the speaking room in the S.S.S.C.

0_____30_____60_____90
minutes minutes minutes

8. I read book or magazine in the S.S.S.C.
   a. yes b. no

If your answer is yes, how often do you read books or magazines in the S.S.S.C?

a. everyday
b. once a week
c. once a month

9. I do my homework in the S.S.S.C.

a. yes b. no

If your answer is yes, how often do you do your homework in the S.S.S.C?

a. everyday
b. once a week
c. once a month

10. I use computer outside the school.

a. yes b. no

If your answer is yes, how often do you use computer outside the school?

a. everyday
b. once a week
c. once a month

11. CD player is very helpful for education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. DVD is very helpful for education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

13. Television is very helpful for education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. Computer is very helpful for education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. CD player is very helpful for learning English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

16. DVD is very helpful for learning English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

17. Television is very helpful for learning English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

18. Computer is very helpful for learning English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

19. I enjoy going to the S.S.S.C.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. I enjoy studying at the S.S.S.C.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. In my free time I like listening to a CD.
    a. yes
    b. no

22. In my free time I like watching a DVD.
    a. yes
    b. no

23. In my free time I like watching a TV.
    a. yes
    b. no

24. In my free time I like using a computer.
    a. yes
    b. no

25. I use the computer for chat, email, facebook etc.
    a. yes
    b. no

26. I use the computer for gathering information.
    a. yes
    b. no

27. I use the computer for practicing English.
    a. yes
    b. no

28. When did you first use a CD player?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the university

29. When did you first use a DVD?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the university

30. When did you first use a computer?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the university

31. When did you first have a CD player?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the university

32. When did you first have a DVD?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the university

33. When did you first have a computer?
    a. in the primary school
    b. in the secondary school
    c. in the high school
    d. in the uEnglish Preparatory School

2008-2009 Spring Semester

Please cross (x) the appropriate choice (for the lesson hour). a.Famale
b.Male

2. I graduated from a …
   a. Private school
   b. College
   c. State school

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0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

3. I used a computer in the S.S.S.C for non-educational reasons (email, chat, etc).

0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

4. I used the listening cassettes and CDs in the S.S.S.C.

0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

5. I watched a DVD film in the S.S.S.C.

0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

6. I watched the television in the S.S.S.C.

0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

7. I used the speaking room in the S.S.S.C.

0_____10_____20_____30_____40_____50
minutes minutes minutes minutes minutes

8. I read a book or a magazine in the S.S.S.C.
   a. yes b. no

9. I did my homework in the S.S.S.C.
   a. yes b. no

10. CD player is very helpful for education.

_____	_____	_____	_____	_____
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

11. DVD is very helpful for education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. Television is very helpful for education.

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19. I enjoy studying at the S.S.S.C.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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    b. no

22. In my free time I like watching a TV.
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    b. no

23. In my free time I like using a computer.
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    b. no

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    b. in the secondary school
    c. in the high school
    d. in the university