

ABSTRACT

It has been suggested in various researches that traditional classroom-based language learning alone may be insufficient to lead learners to mastery of the target language. Consequently, language learners' self-directed learning or independent language learning, both in the Self-Access Learning Center (SALC) and in authentic situations outside classes, has become a crucial element of English language learning.

This research aimed to investigate and explore the Fundamental English Courses II students' attitudes and perceptions towards using the SALC at Thammasat University. The subjects in this study were 100 first-year Thammasat University students from various faculties who were required to use the SALC in order to complete Fundamental English Courses.

Data collection was conducted through distributing the questionnaires which consist of both closed-ended and open-ended items. The research findings, derived from both quantitative and qualitative data, pinpointed these language learners' attitudes towards their actual use of the SALC.

Conclusions and discussions, based on these findings, are presented in order that teachers and those officials who are involved in managing the SALC, such as administrators and staff members, could arrange to have the SALC develop to better meet learners' needs and wants as well as their likes and dislikes. Finally, learner autonomy can be better enhanced and mastery of the target language will be much easier to achieve.