

Cambridge University Press

978-0-521-58556-9 - Establishing Self-Access: From Theory to Practice

David Gardner and Lindsay Miller

Index

[More information](#)

## Index

- activities for: advance learners, 136; diverse groups of learners, 136; groups, 133–5, 136; individuals, 130–1; intermediate learners, 135; pairs, 132–3; young learners, 135
- activities: learner support, 123–9
- activities: level, 157
- activities: project work, 165–72
- adapting materials, 100
- Adult Migrant Education Programme, 2, 52
- advanced learners: activities, 136
- alternative methods of counselling, 196–201
- American learners, 11
- Anderson, P.H., 66, 80
- answer keys, 97, 99
- Armanet, C.M., 147, 170–2
- Armitage, S., 100
- Asia, 31
- Asian learners, 42
- assessment methods: the pros and cons, 214–16
- assessment portfolio starter sheet, 214
- assessment: self-, 206–17; administration, 220–2; as feedback to learners, 206; characteristics, 206–16; cheating, 217; choices, 205–6; content, 216–20; face validity, 215, 216; formal, 218; modes, 221; peer, 217; privacy, 223; purposes, 205–6, 207; SALL in isolation, 206
- assessment: size: large, 218–19; small, 217
- assessment: types : collaborative, 208, 211–13, 215–16; generic assessments, 208–11, 214–16; learner-generated, 208, 213, 214–16; portfolio, 208, 213–14; teacher-generated, 208, 214–16
- assessment: use of results, 222–3
- attitudes to self-access: institutional, 11; learners and teachers, 12, 479
- Australia, 2, 39, 40, 43, 52
- Australian Adult Migrant Education Program (AMEP), 2, 52, 54, 57, 58, 64
- authentic materials: definition, 101; sources, 102–4; supporting, 104–5
- autonomous learners, 67
- autonomy, 67, 47; developing, 8
- avoiding chaos, 141
- awareness raising, 34, 124–5
- Bachman, L., 220
- Bailly, S., 184
- Baker, A., 208
- BALLI, 457, 50
- Barnett, A., 185
- Bateman, G.R., 71
- BBC, 100
- Benson, P., 1, 6
- Blanche, P., 220
- Blasco García, R., 100
- Block, D., 105
- Blue, G.M., 220
- Booton, P., 1
- Boud, D., 6
- Brazil, 56, 172
- British Council, 2, 55, 100, 146
- Broady, E., 1
- Brookes, A., 1
- Brown, R.W., 66
- Burton, K., 67
- Cambridge Key English Test 1., 208
- Carroll, M., 176–7, 177
- Carvalho, D., 1
- Carver, D., 43, 44
- case studies of self-access centres, 241–61
- categorising self-access, 51
- Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL), 2, 54
- characteristics of self-access, 811
- cheating, 217–18
- checklist for materials development, 120
- Chin, T.M., 147
- classroom self-access, 139–43
- clubs, 137

Cambridge University Press

978-0-521-58556-9 - Establishing Self-Access: From Theory to Practice

David Gardner and Lindsay Miller

Index

[More information](#)*Index*

- collaborative assessment, 208–10, 214–16
- communicative language teaching, 181
- competence, 69–70, 80
- controlled environments, 20
- conversation exchanges, 198–200
- costs: implementing SALL, 31–3; materials, 32, 109
- counselling: alternative methods, 196–200; as therapy, 181; aspects of, 193–4; conversation exchanges, 198–200; groups, 198, 199; learner journals, 197–8; location, 185–6; materials, 186–8; privacy, 185–6; sessions, 185; skills, 183, 182, 184, 186–8; using e-mail, 196–7
- counsellors: inappropriate duties, 194–6; management, 183–4; recruiting, 185; roles, 181, 182; support, 186
- Crabbe, D., 1, 156
- Crookall, D., 172
- Crossley, M., 82
- cutting up books, 100
- Dam, L. et al., 6
- Dam, L., 1, 56, 100, 139, 225, 237
- Danish learners, 11
- Darasawang, P., 225
- de Garcia, R. et al, 44
- decision making, 238
- Denmark, 56
- Dennison, W.F., 72
- Dickinson, L., 1, 6, 8, 43, 44, 84, 91, 100, 101, 147, 198, 213, 220, 222, 225
- differences between SALL and teaching, 20, 245
- dissemination of information, 226, 227
- diverse groups of learners, 136
- Dix, P., 66, 76, 82, 232
- Dwyer, R., 132
- Earley, P., 70
- effectiveness, 225, 228, 231; of management, 69; of resources, 76
- efficiency, 228–31; calculating, 232
- elements of self-access, 8–11
- Elliot, G., 82
- Ellis, G., 47, 157, 158
- e-mail as a counselling tool, 196–7
- equipment, 140, 150–3
- Esch, E., 1, 198, 199, 225
- Esp, D., 70, 80
- establishing a target language environment, 15
- Eurocentres, 257
- evaluation, 802; of goals, 233–5; of materials, 113–14; 3 stage system, 235; 6 step guide, 239–40; data for, 237–8; difficulties, 225; dissemination of information, 226, 227; effectiveness of SALL, 231; focus, 232–3; learner participation, 778; purpose, 226–7, 233, 234; stakeholders, 226; tools, 236, 263–7; triangulation, 237; using the results, 81
- face validity of assessment, 215
- Farmer, R., 47, 58, 198, 199
- feedback to learners, 206
- Finland, 2
- FLAS, 44, 47
- Flavell, J.H., 163
- flexibility of self-access, 11
- Flexible Learning Project, 158
- frameworks for making predictions, 42
- France, 2, 52, 54, 170
- functions of management, 667
- funding: proposal, 32, 33; recurrent, 145; sourcing, 35; start-up, 145
- furniture, 140, 148–50
- Gardner, D, 1, 6, 8, 12, 43, 47–8, 49, 72, 76, 80, 84, 100, 123, 147, 156, 197, 210, 225, 231
- Generic assessments, 208–10, 214–16
- generic materials, 109–13
- Gierse, C., 174, 175
- goals, evaluation of, 233–5
- Gremmo, M.-J., 12, 184
- Grenfell, M., 158, 161, 158, 160
- Groups: activities, 133–5, 136; counselling, 198, 199
- Grundy, P., 1
- Guditus, C.W., 67, 68
- guidance, 74, 75
- Harding, E., 188
- Harris, M., 220
- Haughton, G., 220, 222
- Hitt, P., 73
- Ho, J., 172
- Hoffman, R., 197
- Holec, H., 6, 8, 205
- Holmes, G., 69, 80
- Hong Kong, 1–2, 55, 146, 252
- Hong Kong learners, 43, 48
- Horwitz, E.K., 47

Cambridge University Press

978-0-521-58556-9 - Establishing Self-Access: From Theory to Practice

David Gardner and Lindsay Miller

Index

[More information](#)*Index*

human resources, 139

individualisation in assessment, 218–19

individuals: activities, 130–1

institutional attitudes to self-access, 12

intermediate learners: activities, 135

Jacobs, G., 221

Janssen-van Dielen, A., 220

Johnson, K.E., 43

Karlsson, L. et al., 1, 225

Kelly, M., 72

Kelly, R., 182, 183, 184, 193

Kennedy, C., 12, 65, 82

Kenning, M-M., 1

Kenny, B., 1, 6

Kinsella, K., 172

Kroonenberg, N., 197

Lai, E.F.K., 233

Lamb, T., 164

leadership, 67–9

learner contracts, 91, 126–7

learner diary, 175

learner journal, 176, 197–8

learner logs, 175–7

learner participation in materials production,  
107–9, 108, 141, 144learner profiles: aims, 84, 86; definition, 84;  
format, 88

learner reflection, 7, 174, 177, 217

learner responsibility, 378, 43, 57, 87, 112,  
123–4, 175–6, 216

learner strategies, 38

learner support, 160; activities, 123–7

learner training, 43, 47, 157, 166–7

learner-centred methodologies, 80, 181

learner-generated assessments, 208, 213,  
214–16learners: attitudes, 12, 47–9; autonomous, 6;  
different age groups, 52–6; from  
different cultures, 12, 42, 43, 48; goals,  
74, 91–3; participation in evaluation,  
77–8; participation in management,  
77–8, 79; perceptions, 38, 47–9, 238;  
roles of, 13, 38, 43; wants, 10, 89, 171,  
220learners' levels: advanced, 170–1; beginners,  
167–8; intermediate, 168–70

learning strategies, 158–63

learning styles, 157–8

Legenhausen, L., 225

Lewis, T. et al, 199, 200

libraries, 143–5

links between classrooms and SACs, 143–4,  
156, 165, 172–4

Little D., 1, 6, 100, 147, 196–7

Little, D. et al 198–9, 101

Littlejohn, A.P., 78

Littlewood, W., 42, 50

Lockhart, C., 38, 39, 41, 221

Lockhart, W., 38

Malaysia, 2, 54, 172, 242

management models, 69–71

management of: counsellors, 183–6;  
learners, 73–4; staff, 73management: competence, 69–70, 80;  
decision making, 238; effectiveness, 69;  
functions of, 66–9; leadership, 67;  
learners' participation, 77–9;  
procedures, 73; resources, 77; stability,  
67

managers, 67–8, 71–3; training, 78–80, 81

Martyn, E., 198

materials: adapting, 100; answer keys, 97,  
99; audio-visual, 100; authentic, 101–5;  
costs, 32, 109; cutting up books, 100;  
development checklist, 120; evaluation,  
113; for counselling, 186–8; generic,  
109–13; language level, 157; learner  
participation, 141, 143, 107–9;  
pedagogical issues, 115–18; practical  
issues, 114; production, 119–21;  
published, 97–100, 207–8, 207;  
relevance, 109; sources, 102–4; tailor-  
made, 55, 105, 207–8; user-friendliness,  
100, 105, 107

McCall, J., 1, 16, 147, 148, 237

McDevitt, B., 147

McGowan, C., 163

metacognition, 38

metacognitive strategies, 163

Mexican learners, 43

Middlehurst, R., 67, 80

Miller, L., 1, 6, 8, 12, 43, 47, 48, 49, 54, 57,  
58, 72, 76, 80, 84, 105, 123, 146, 147,  
156, 213, 225, 231

Mittan, R., 221

models of management, 69–71

modes of assessment, 221

monitoring learners, 83–4; learning, 73–4;  
self-, 93–4

Moore, C., 1

Moroccan learners, 11

Cambridge University Press

978-0-521-58556-9 - Establishing Self-Access: From Theory to Practice

David Gardner and Lindsay Miller

Index

[More information](#)*Index*

- Munby, J., 84  
 Murphey, T., 220  
 Murphy, R., 209  
 Myers, C., 175
- native speakers, 137  
 native speaking environments, 19–20, 213  
 NCELTR, 53  
 needs, 7, 10, 13, 14, 19, 25, 48, 57, 58,  
     74–7, 88–9, 93, 96, 101, 105, 107, 109,  
     113, 123, 165, 171, 177, 180, 188, 210,  
     218, 220, 235  
 needs analysis, 84, 86–93  
 negotiation, 141  
 Neilson, A., 69, 80  
 Ng, P., 221  
 Ng, R., 213  
 noise levels, 14–15, 16, 144  
 non-native speaking environments, 19–20,  
     213  
 North America, 27, 47  
 North, S., 169, 170  
 Nunan, D., 6, 7, 41, 78, 158, 172, 181,  
     225
- O'Dell, F., 1, 113, 186  
 Obese-jecty, K., 152, 170–2  
 Oxford, R.L., 38, 163
- pairs: activities, 132–3  
 Palmer, A.S., 220  
 Pang, T.T.T., 172  
 Parker, D.F. et al, 71  
 peer-assessment, 217  
 Pemberton, R., 146  
 Pemberton, R. et al, 1  
 perceptions of: learners, 38, 39, 47–9, 238;  
     learning activities, 40–1; teachers, 38,  
     41, 48–9  
 Pickard, V., 198  
 Pierce, B.N. et al, 220  
 portfolio assessments, 208, 213–14  
 prediction frameworks, 45  
 predictions about Asian learners, 42  
 privacy, 223; in counselling, 185–6  
 project skills, 170  
 project work, 165–72; preparation, 172  
 Prostan, E.T., 66, 231  
 Prostan, J.S., 66, 232  
 published materials, 97–100, 207–8  
 Pugsley, J., 69, 73
- qualitative measures, 80–1
- Raddon, R., 66, 76, 82, 232  
 raising awareness, 34, 124–5  
 record keeping, 93, 175–7  
 recurrent funding, 145  
 reflection, 94, 174, 177, 217  
 relevance of materials, 109  
 Rendon, M., 168  
 resources, 76  
 responsibility: learner, 38, 43, 57, 87, 112,  
     123, 175, 216  
 Richards, J.C., 38, 39, 41  
 Riley, P., 11, 12, 101, 146, 147, 180, 225,  
     231  
 Roberts, H.V., 71  
 Rogerson-Revell, P., 1, 54, 57, 58  
 roles of: counsellors, 181–3, 194–6; learners,  
     13, 38, 43; teachers, 13, 31, 43–7  
 Ruechakul, P., 56
- SACs: accommodating learners, 145–7;  
     allocation of space, 148; case studies,  
     241–61; development of, 2; funding,  
     145; planning, 147, 149; size, 145–7
- Sallis, E., 71  
 Scott, P., 67, 68  
 secondary school, 55, 56  
 self-access: categorising, 51; characteristics,  
     8–11; flexibility, 11  
 self-access in: libraries, 143–5; classrooms,  
     77, 139–43, 163–5  
 self-access systems: examples, 52–5;  
     adapting, 58  
 self-access trolley, 143  
 self-assessment, 207–17  
 self-monitoring, 126–7  
 semi-structured support, 57  
 Sharkey, J., 160  
 Sheerin, S., 1, 8, 91, 100, 105, 123, 147  
 shopping metaphor typology, 57–8  
 Simmons, D., 198  
 Sinclair, B., 47, 157, 158  
 Singapore, 2  
 six step guide to evaluation, 238, 239–40  
 skills development workshops, 137  
 skills for counselling, 182, 183, 184, 186–8  
 sources of materials, 102–4  
 South East Asia, 2, 52  
 speaking, 13–19  
 staff appraisal, 73  
 staff training, 67, 186, 188; for counsellors,  
     188–9  
 staff: management of, 73  
 Star, M., 225, 225

Cambridge University Press

978-0-521-58556-9 - Establishing Self-Access: From Theory to Practice

David Gardner and Lindsay Miller

Index

[More information](#)*Index*

- start-up funding, 145
- Stein, B.L., 66
- Stern, H.H., 158, 161, 158
- strategies: direct and indirect, 163; learner, 38; learning, 158–63
- structured support, 57
- student helpers, 188
- study plans, 87, 91, 128–9
- Sturtridge, Gill, 1
- styles of learning, 156
- support systems: semi-structured, 57; structured, 57; technical, 150; unstructured, 57
- supporting learners, 57. 160
- tailor-made materials, 55, 105–6, 207–8
- Tandem Learning, 199–200
- target language environment, 15
- teacher-generated assessments, 207–8, 213–14, 215
- teachers: attitudes, 12, 48–9; perceptions, 38, 48, 49; roles of, 13, 31, 43–7
- Tealby, A., 188
- technical support, 150
- terminology, 5–6
- Thailand, 2, 55, 56
- Thom, D.J., 68
- Thomson, C. K., 165, 167, 171, 205, 220
- Thorpe, M., 225
- three stage system of evaluation, 235
- Tibbetts, J., 55, 105
- TQ/TQM, 71
- training of managers, 78–80, 81
- triangulation in evaluation, 237
- trolley: self-access, 143
- Tudor, I., 205
- types of assessment, 206–14, 217–20
- typology, 57–8
- UK, 1, 66, 146
- uncontrolled environments, 20
- unstructured support, 57
- user-friendliness of materials, 100, 105, 107
- Veado, M. et al, 56, 167, 168
- Victori Blaya, M., 163
- Victori, M., 38
- video, 137
- Vietnamese learners, 11
- Voller, P., 1, 198
- wants of learners, 220
- Wenden, A., 1, 43
- West-Burnham, J., 67, 71
- White, R., 65, 67, 82
- White, R. et al, 65, 67, 69, 70, 82
- Willing, K., 40, 41, 47, 158, 172
- Wolverton, M., 71
- Woolls, B., 66, 68, 71, 80, 81, 235
- Wynn, R., 67, 68
- young learners, 56, 167–8; activities for, 135