

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)

Author index

References in *italics> indicate tables or figures. References followed by 'n', e.g. '176n', indicate references to notes at the bottom of pages.*

- Adelman, C., 286
 Agard, F., 6
 Alderson, J. C., 25–57, 36, 37, 58, 59, 97, 141, 162, 196, 274–302, 274, 279, 284, 287, 305
 Allwright, R., 197, 198, 285
 Anderson, R., 15
 Asher, J., 10, 145
 Aston, G., 168
 Atkin, M., 15
 Bachman, L., 8, 66, 90, 152, 160, 161, 285
 Ball, S., 15
 Baranyi, H., 145
 Barnes, D., 263
 Bazergan, E., 233, 234
 Beretta, A., 5–20, 8, 10, 144, 145, 148, 162, 170, 250–69, 251, 259, 260, 271–3, 283, 284
 Berwick, R., 169, 192
 Bloom, B., 147
 Bogaard, L., 33–4
 Bogatz, G., 15
 Boydell, D., 109, 131
 Bradburn, N., 285
 Breen, M., 199, 286
 Briggs, C., 285
 Brown, J., 142
 Brumfit, C., 236, 251, 252, 255, 260
 Brütsch, S., 152
 Burger, S., 145
 Burgess, R., 286
 Buscaglia, M., 145
 Bushman, R., 9, 10, 11
 Campbell, D., 6, 8, 15, 18, 65, 90, 187
 Candlin, C., 199, 286
 Carroll, J. B., 6
 Casey, J., 10, 11
 Celani, M. A., 32, 36, 41, 42, 45, 55, 59, 281
 Chafe, W., 186n
 Chastain, K., 10
 Chaudron, C., 255, 269
 Chen, Z., 67
 Cicirelli, V., 15
 Clark, J., 161
 Clifford, R., 152
 Cohen, J., 187
 Cohen, L., 285
 Cohen, P., 187
 Coleman, H., 222–45, 224, 227, 228, 229, 234, 238, 246–9
 Coleman, J., 15
 Cook, T., 18, 65, 187, 285
 Corder, S., 198, 261
 Croll, P., 131
 Cronbach, L., 1, 2, 6, 12, 13–14, 15, 18, 250, 253, 265
 Crookes, G., 260
 Davidson, F., 67
 Davies, A., 10, 251, 252, 255, 259, 260
 Deyes, A., 32, 291
 Dinsmore, D., 169
 Djuraïd, A., 234
 Doughty, C., 171
 Duff, P., 168
 Dunkel, H., 6
 Edwards, A., 187
 Edwards, H., 145
 Eisner, E., 8, 18, 288
 Ellis, R., 183, 192, 198
 Erickson, K., 285
 Erlebacher, A., 90
 Faerch, C., 183, 285
 Ferguson, N., 171, 192
 Fetterman, D., 17
 Fielding, J., 94
 Fielding, N., 94
 Fraser, B., 16
 Freedman, E., 7, 8, 170
 Fuller, F., 254
 Galton, M., 109, 114, 131
 Gary, J., 10
 Gass, S., 168
 Gayle, G., 176n
 Genesee, F., 6
 George, A., 254
 Goetz, J., 69
 Gorman, T., 111, 115
 Gregg, K., 168
 Gronlund, N., 285
 Guba, E., 18

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)368 *Author index*

- Gump, P., 133
Hall, G., 253, 254, 266
Hamilton, D., 17, 18
Hand, J., 17
Hauptman, P., 10, 145
Henning, G., 77
Higgs, T., 183
Hively, W., 66
Holmes, J., 32
House, E., 17
Huberman, A., 69, 76, 77, 92
Hughes, A., 285
Hughes, J., 286
Huitema, B., 187, 190
Hussein, B., 233

Jasman, A., 131
Jenkins, D., 16
Johnson, K., 251
Joint Committee on Standards for Educational Evaluation, 18
Jones, G., 10

Kalton, G., 285
Kasper, G., 285
Keating, R., 7, 10, 11
Kenney, D., 76
Kerlinger, F., 13
Kirkup, G., 60
Kramer, P., 146, 158, 159, 160, 161, 162
Krashen, S., 142, 144, 147, 165, 168, 183, 184, 251
Krathwohl, D., 147
Kusudo, J., 145

Lafayette, R., 145
Lambert, W., 19
Language Innovations, 186n
Lapkin, S., 6
LeCompte, M., 69
Lett, J., 169
Levin, L., 10, 11
Lightbown, P., 145, 198, 199
Long, M., 62, 94, 169, 171, 183, 184, 260
Loucks, S., 253, 266
Lynch, B., 61–94, 67, 96–9, 305

MacKinnon, K., 100
Madsen, H., 9, 10, 11
Manion, L., 285
Masia, B., 147
McIntyre, D., 14
Miles, M., 69, 76, 77, 92

Mitchell, R., 14, 100–36, 101, 113, 133, 137–40
Morrison, C., 101, 102, 103, 104, 105, 108
Moser, C., 285
Mueller, T., 10
Munby, J., 32
Murray, J., 101, 102, 103, 104, 105, 108

Nash, R., 286
Needels, M., 76
Nevo, D., 16
Newlove, B., 266

Olsson, M., 10
Oppenheim, A., 285
Oskarsson, M., 10, 160
Owens, T., 17

Pal, A., 10
Palmer, A., 141–62, 142, 146, 152, 158, 160, 161, 162, 164–6
Parkinson, B., 133
Parlett, M., 17, 18
Patton, M., 14, 69
Pica, T., 171, 184, 192
Pienemann, M., 183
Popham, W., 66
Porter, P., 168, 184
Postovsky, V., 10, 11, 184
Prabhu, N., 14, 236, 251, 255, 256, 259, 260
Pritchard, N., 226
Provus, M., 16

Rathbone, M., 198
Ready, D., 145
Regional Institute of English Bulletins (RIE), 255, 260, 261
Reichardt, C., 18, 286
Richards, J., 15, 148, 168, 260
Roberts, J., 236
Rodgers, T., 146, 148, 157
Romesburg, H., 176n
Roosmalawati, 224
Ross, S., 167–93, 169, 186, 192, 195–6
Rubin, J., 214
Ruru, S., 226
Rutherford, W., 254

Sato, C., 169
Savignon, S., 10, 161
Sax, G., 66
Scheibner-Herzig, G., 10
Scherer, G., 7, 8, 9, 10, 11–12, 197, 253
Scott, M., 25–57, 29, 32, 37, 59, 97, 196, 305

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)*Author index* 369

- Scottish Education Dept, 102, 103
 Scriven, M., 15, 16–17, 262, 287
 Seliger, H., 8, 285
 Shaw, P., 169
 Shohamy, E., 285
 Simon, B., 131
 Simon, H., 285
 Slimani, A., 196, 197–218, 206, 211, 212, 220–1
 Smith, E., 13
 Smith, P., 7, 9, 10, 11, 12, 145, 197, 253
 Sonnichsen, R., 60
 Spada, N., 192
 Spolsky, B., 67
 Stake, R., 15, 16, 18
 Stallings, J., 76, 253
 Stanley, J., 6, 8, 15, 18
 Staybrook, N., 76
 Stern, H., 7, 214
 Sternfeld, S., 145
 Stevick, E., 168, 171
 Strufflebeam, D., 16, 17, 262
 Sudman, S., 285
 Swain, M., 6
 Sweet, H., 5
 Taba, H., 18
 Terrell, T., 147, 168, 251
 Thiele, A., 10
 Thurston, P., 17
 Tilney, G., 9, 10
 Tomlin, R., 186n
 de la Torre, R., 145
 Tucker, G., 19, 58
 Tyler, R., 13–15, 18
 Van Baalen, T., 10, 11
 Varonis, E., 168
 Von Elek, T., 10
 Vredenburg, J., 224
 Wagner, M., 9, 10
 Walker, R., 286
 Wang, M., 253
 Webster, W., 16
 Weiss, C., 18
 Wertheimer, M., 7, 8, 9, 10, 11–12, 197, 253
 Wesche, M., 145
 White, L., 215
 Winitz, H., 184
 Woerdehoff, F., 10
 Wolf, R. L., 17
 Wolf, R. M., 13
 Wolfe, D., 10

Subject index

References in *italics* indicate tables or figures. References followed by 'n', e.g. '176n', indicate references to notes at the bottom of pages.

- accuracy standards, 18
 administration, ESP Project, 50
 Administrative File, REST Project, 73, 74
 administrators' attitudes, Utah Project, 146, 150–1, 157
 advocacy ('adversary') evaluation, 17, 280
 affective domain, 148–51, 156–7
 'affective filter' hypothesis, 142
 aims of evaluation *see* purposes
 Alderson, J. Charles, 35, 36–7, 59–60
 Algerian study *see* uptake study
 American Evaluation Association, 5
 analysis of covariance (ANCOVA)
 Japanese study, 187–92, 188–91
 Utah Project, 62, 76, 81, 81, 82, 83, 88, 90, 91, 98
 'art criticism' evaluation, 17
 audiences, 277–8, 297
 Utah Project, 146, 157–8
 see also political sensitivities; sponsors
 audio-lingual materials, 171, 172n, 177–85, 177–82, 188–91
 Bangalore Project, 14, 250–73
 editors' postscript, 271–3
 'if I had known then', 263–5
 opportunities missed, 262–3
 purposes, 258–62, 264, 272
 retrospective study, 253–7
 testing, 251–2, 265–6
 baseline studies, 287
 'behavioral domain', 147–8
 behavioral objectives, 13–15
 bilingual programs, 6
 see also Western Isles Project
 Bogaard study, 33–4

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)370 *Subject index*

- Brazilian Federal Universities
Project *see* ESP Project
- British Council, 6
ESP Project, 35, 280
Indonesian Project, 223, 224, 226, 227,
230, 240, 246
Broughton, Maurice, 28
- California, University of *see* REST Project
- Celani, Antonietta, 28, 29, 39
- CEPRIL (Centre for Research, Information
and Resources on Reading), 31–3, 40,
42, 44, 46, 50
- Chi-square analysis, 62, 77, 83, 84, 88, 90,
91
- CIPP (Context, Input, Process and Product)
model, 16, 17
- classroom interaction evaluation *see* uptake
study
- classroom time coding, 175, 175–6
- cloze tests
Japanese study, 185, 190, 191
REST Project, 66–7, 67–8, 69, 76–7, 98,
362–6
results, 80, 81, 88, 90, 91
- cluster analyses, Japanese study, 176–9,
176n, 177, 178, 179
- coding schemas, Japanese study, 172–6, 173,
174, 175, 192, 193
- 'cognitive domain', 147
- Colorado Project, 7
- 'Comhairle nan Eilean', 100, 101, 102, 104,
107, 108, 115–16, 124, 130, 139
- Communicational Teaching Project *see*
Bangalore Project
- confidentiality, 297
- content of evaluation, 281–2
ESP Project, 43–4
Indonesian Project, 232
Utah Project, 147–50
- context evaluation, 16
- control groups, 283–4
Bangalore Project, 252
REST Project, 61, 62, 65–6
Utah Project, 145–6, 160, 161–2
- 'co-productions', lessons as, 198
- cost effectiveness
ESP Project, 56–7, 59
Western Isles Project, 122
- 'countenance evaluation', 15, 16
- criterion-referenced measurement
(CRM), 66–7, 68, 90–1, 362–5
- Critical Path Analysis, 294
- CTP project *see* Bangalore Project
- data collection *see* methods
- Davies, Alan, 258
- deadlines, 290
- 'deliverables', 290–1
- dictation tests
Bangalore Project, 265
Japanese study, 185–6, 191, 192
- document analysis, 286
- duration of studies, 8, 9, 10, 288
- eclectic language teaching, 167–8
see also Japanese methods study
- education evaluation developments, 5–20
future, 19–20
second language programmes, 6–12, 10
- 'educational connoisseurship', 17
- effect size analysis, 62, 76–7, 83, 83, 88, 90,
91
- Effects Matrix, 78, 85, 86–7
- Eight Year Study, 13
- Elbaum, Batya, 152
- English for Specific Purposes project *see* ESP
Project
- error treatment, 211–12, 255–7, 269, 273
- ESLPE (English as a Second Language
Placement Exam), 66–7, 68, 69, 76, 77
results, 79–84, 80–1, 83, 84, 88, 90, 91
- ESP Project, Brazil, 25–60
- editors' postscript, 58–60
- evaluation, 33–5
aims, 35–7, 275
design, 44–5
instrument examples, 306–51
participatory, 37–43, 54–7
problems, 52–4
questions, 43–4
results, 45–52
project development, 28–33
- evaluating evaluations, 299
- evaluators, 279–81
see also insider evaluation;
outsider evaluation
- experimental evaluation, 7–8, 11, 19, 283
see also control groups;
quantitative evaluation; tests
- feasibility standards, 18
- field workers, Western Isles Project, 106,
107–8, 110, 111–13, 116
- fill-in-the-blank cloze tests, 66–7, 68, 69, 76,
368
results, 80, 82

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)*Subject index* 371

- financial planning, 291
 'form', focus on
 Bangalore Project, 255–7
 Japanese study, 181–2, 182, 183, 192
 'formative' evaluation, 15, 38, 144, 145, 287
 functional-notional materials, 171, 177–85,
 177–82, 189–91
- Gaelic language teaching *see* Western Isles
 Project
- generalisability of results, 9, 171–2
 generalisation of learning, 214
 goal-free evaluation, 16–17
 grammar-based materials, 171, 177–85,
 177–82, 188–91
- grammar tests
 Bangalore Project, 265
 Japanese study, 185, 188
 Utah Project, 148, 155–6
- Guadalajara University, *see* REST
 Project
- guidelines for evaluation, 2, 274–304
 implementing, 292–4
 interpreting and reporting, 294–8
 planning, 275–92
 using and evaluating, 298–9
- Hasanuddin University *see* Indonesian KELT
 Project
- 'hidden agendas', 276–7
- history, education evaluation, 5–20
 second language, 6–12, 10
- idiosyncracies, learners', 212–14, 213
- illuminative evaluation, 17
- immersion programmes, 19, 58
- implementing evaluation, 292–4
 ESP Project, 39–43, 52–4
 uptake study, 205–6
 Utah Project, 160–2
 Western Isles Project, 107–12
- independent evaluation, 146
- Indonesian KELT Project, 222–49
 conclusions, 239–40
 editors' postscript, 246–9
 evaluation, 231–9, 275
 revision training, 236
 Risking Fun, 232–5
 teacher training, 235–6
 project history, 222–31
- INELEC study *see* uptake study
- input-based language teaching programmes
 see Utah Project
- input evaluation, 16
- 'input hypothesis', 142
- insider evaluation, 26–7, 37, 54–7, 59–60,
 139, 246–7, 279–80
- 'inspections', 34, 285
 see also JIJOE paradigm
- Institut d'Electricité et d'Electronique *see*
 uptake study
- instruments, evaluation *see* interviews;
 observation; questionnaires, self-ratings;
 tests
- interaction study *see* uptake study
- interpreting results, 294–6
 REST Project, 76–9, 84–8, 85, 88–93
 Utah Project, 161
 Western Isles Project, 112–13
- interview tests, 186
- interviews
 Brazilian Project, 318–20, 321–4
 REST Project, 74–5
 uptake study, 202–3
 Utah Project, 154
 Western Isles Project, 106, 107, 108–9,
 111–12, 121, 122, 125–30
- Japanese methods study, 167–96, 275
 coding scheme, 172–6
 editors' postscript, 195–6
 in-house evaluation, 171–2
 laissez-faire context, 168–9
 materials selection, 170–1
 moderating variables, 187–92
 observation schedule, 176–9
 outcome measures, 185–6
 pair work time, 180–2
 process-to-product hypotheses, 183–5
 qualitative v. quantitative, 169–70
- JIJOE paradigm (Jet-in-Jet-out Expert),
 25–7, 35, 36, 37, 54, 56
- Journal Subfile, REST project, 74
- KELTs, 29, 30, 31, 49, 50, 55
- KELT projects *see* ESP Project; Indonesian
 KELT Project
- Kramer, Paul, 141, 144
- Krashen's theory, 141, 142, 144, 149, 158,
 159, 165
- laissez-faire* language teaching, 167, 168–9,
 169n
- language choice, Western Isles, 114, 120, 121
- learners' idiosyncracies, 212–14, 213
- length of evaluation, 8, 9, 10, 288
- listening, classroom activities, 181, 181,
 184–5, 185n, 193

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)372 *Subject index*

- Listening Approach, The*, 142–3
 'listening first' movement, 184–5
 listening tests
 Bangalore Project, 265–6
 Japanese study 190, 190, 191
 Utah Project, 148, 153–4
 literature, on evaluation, 15–16
 Los Angeles, University of California, *see*
 REST Project
 MacLeod, Finlay, 102, 116, 118
 matching procedures, 9, 10
 materials, learning
 ESP Project, 28–9, 47–8, 313–15
 Japanese study, 170–1, 177–85, 177–82,
 188–91
 Western Isles, 106
 see also Risking Fun
 McIntyre, Donald, 101, 113
 'meaning', focus on, 255–7
 media involvement, Western Isles Project,
 115–18, 138, 139
 Meetings Subfile, REST Project, 74
 method effect, 152, 203–6, 204
 methods, evaluation, 8, 10, 11, 20, 282–6,
 292–3
 see also experimental evaluation;
 interviews; observation; qualitative
 evaluation; quantitative evaluation;
 questionnaires; self-ratings; tests;
 triangulation
 Michigan Test, 204, 204
 Minimal Discourse Grammar, 31
 Mitchell, Rosamond, 101, 112–13
 moderating variables, Japanese study,
 187–92, 188–91
 motivation of teachers, 252, 253–4, 273
 multiple-choice cloze tests, 68, 69, 76, 81,
 265, 362–5
 Munro, Neil, 116, 117
 narrative discourse test, 186, 188, 189
 naturalistic evaluation *see*
 qualitative evaluation
 needs analysis
 ESP Project, 32
 Indonesian Project, 224–6, 228, 237–8,
 248, 249
 negotiations, evaluation, 20, 258–62, 264–5,
 272–3
 non-equivalent control groups (NECG),
 61–2, 65
 norm-referenced (NRM) tests, 66–7
 see also ESLPE
 Nygaard, Louise, 141, 144
 objectives, evaluating, 13–15, 281
 Indonesian project, 236–7, 239
 observation, 12
 ESP Project, 54
 Japanese study, 172, 172–6, 173, 174,
 175, 192, 193
 pair work time, 180–2, 180, 181, 182
 schedule, 176–9, 177, 178, 179
 REST Project, 69, 70, 71–2, 74
 uptake study, 201–2
 Western Isles Project, 107, 109–10,
 130–6, 135–6, 119
 Observation Subfile, REST Project, 74
 ODA *see* Overseas Development
 Administration
 outsider evaluation, 25–7, 48–9, 54–7,
 59–60, 94, 97, 279–80
 ESP Project, 35–7
 REST Project, 94, 97
 Western Isles, 115–16, 138–9
 overlapping treatment, 252
 Overseas Development Administration
 (ODA), 6, 222, 223, 226, 246, 279–80
 ESP Project, 28, 29, 31, 35–6, 59
 Indonesian Project, 222–3, 226–7
 pair work time, 180, 180, 183, 184, 189,
 192–3
 parent interviews, Western Isles project, 107,
 111–12, 121, 122
 participatory evaluation, 27, 37–43, 58–60
 background, 39
 definition, 38–9
 evaluation stages, 39–43, 42
 insider-outsider roles, 54–7
 Pennsylvania Project, 7–8, 145
 planning evaluation, 274, 275–92
 ESP Project, 44–5
 Japanese study, 171–2
 Utah Project, 145–6
 Western Isles Project, 104–7
 point-of-entry problem, 250, 262
 policy making, 20
 Western Isles Project, 123–4, 140
 political sensitivities
 Indonesian project, 226–7
 Western Isles project, 101–2, 104, 107,
 109, 115–18, 137, 138–9
 Prabhu, N., 255, 256, 257, 258, 259
 practicality considerations, 152, 296–7
 process evaluation, 16
 'product emerges' hypothesis, 142

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)*Subject index* 373

- product evaluation, 16
- programme-defining evaluation, 167–8
 - see also* Japanese study
- project (planning) frameworks, 291–2, 291, 300–2
- propriety standards, 18
- publication effort, ESP project, 31, 49–50
- pupil observation instruments,
 - Western Isles, 110, 131–4, 135–6
- purposes of evaluation, 275–7
 - Bangalore Project, 258–62, 264, 272, 273
 - ESP Project, 35–7
 - Indonesian Project, 223, 226–7
 - REST Project, 61
 - Utah Project, 144
 - Western Isles Project, 102–3
- qualifications
 - evaluators, 280–1
 - teachers, 252, 253–4
- qualitative evaluation, 283
 - Japanese study, 169–70, 170n, 196
 - REST Project, 61, 62, 69–79, 70–3, 91–3, 93–4, 96–7
 - results, 84–8, 85
- quality of data, Utah Project, 160–1, 166
- quantitative evaluation, 283
 - Japanese study, 93, 97–8, 169–70, 196
 - REST Project, 61–2, 65–9, 69, 76–7, 88–91
 - results, 79–84, 81, 82, 83, 84
- questionnaires
 - Bangalore Project, 254–5, 267–8
 - ESP Project, 33, 44, 53, 54, 306–12, 313–14, 316–17, 325–48
 - Indonesian Project, 233–4, 241–5
 - REST Project, 69, 74, 75
 - uptake study, 201, 217–18
- randomisation, 8, 9, 10, 171–2
- 'reactivity', 75–6
- Reading English for Science and Technology
 - Project *see* REST Project
- reading strategies
 - ESP Project, 29–30
 - REST Project, 63–4, 91
 - Western Isles, 110–11
- reading tests
 - Bangalore Project, 265–6
 - Utah Project, 148, 154–5
- reporting evaluation results, 20, 288, 289–90, 294–8
 - ESP Project, 41, 42
 - Utah Project, 158, 161
- Western Isles Project, 113
- Resource Centre, ESP Project, 28–9, 31–2, 50–1
- response rates, ESP Project, 44
- REST Project, 61–99
 - conclusions, 93–4
 - discussion, 88–93
 - editors' postscript, 96–9
 - methods and procedures, 62–79
 - data analysis, 76–9
 - data collection, 65–76, 350–66
 - results, 79–88
- retrospective evaluation, 253–7
- Risking Fun*, 222, 228–30, 232–5, 232, 236, 240, 241–5, 248
- samples, 8, 9, 10
 - ESP Project, 44, 53
 - REST Project, 62–3
 - uptake study, 200
 - Utah Project, 143, 145–6
 - Western Isles, 106, 109, 119
- Scott, M., 37, 59–60
- Scottish Education Department, (SED), 100, 101, 105, 107, 113, 115–16, 117, 123, 138, 139
- self-access pair learning materials (SAPL), 171, 177, 177–82, 186, 188–91
- self-ratings, 153–4, 155, 156
- Site Dynamics Matrix, 79, 87–8, 89
- speaking tests
 - Utah Project, 148, 154
 - Western Isles, 111, 114, 120, 121
- sponsors, 272, 278, 284–5
 - see also* British Council; Comhairle nan Eilean; Overseas Development Administration; Scottish Education Department
- Stages of Concern Questionnaire (SoCQ), 254–5, 267–8
- 'stakeholders', 16, 17, 18, 20, 59, 60, 139, 272, 277–8, 295, 296–7, 298
- standardisation, 11–12
- standardised change-score analysis, 62, 76, 82, 83, 89–91
- Standards for Evaluation of Educational Programs* . . . , 18
- Sternfeld, Steven, 152
- Stirling University *see* Western Isles Project
- 'student activity' coding, 173, 174, 177–9, 177, 183

Cambridge University Press

978-0-521-42269-7 - Evaluating Second Language Education

Edited by J. Charles Alderson and Alan Beretta

Index

[More information](#)374 *Subject index*

- student attitudes, Utah Project, 146, 148–9, 156–7, 159–60
- 'student behaviour' coding, 175, 175
- 'student input sources' coding, 174, 174
- study skills development, Indonesian Project, 232, 232, 238–9
- summative evaluation, 15, 144–5, 261, 287
- 'syllabus as plan' or 'reality', 209
- task-based materials, 171, 177–85, 177–82, 186, 188–91
- teacher attitudes, Utah Project, 146, 149–50
- Teacher Implementation Categories, 253, 266–7
- teacher interview schedule, Western Isles Project, 125–30
- Teacher Observation Instrument, 109, 119–20, 130–1, 132
- teacher training
 - ESP Project, 28–9, 30, 33, 42, 49
 - Indonesian Project, 223, 226, 227, 228, 229, 230, 231, 235–6, 237
- teacher variable, 8, 10, 11
- team teaching, 64–5, 91
- TESOL, 5
- tests, 284
 - Bangalore Project, 251–2, 258, 259, 264, 265–6
 - Indonesian Project, 232, 232
 - Japanese study, 185–92, 188, 189, 190, 191
 - REST Project, 66–9, 69, 76–7, 79–84, 80–4
 - Utah Project, 148, 152–7, 159–60, 165, 350–66
- Times Educational Supplement Scotland (TESS), 116, 117
- timing, 286–8, 294
 - Bangalore Project, 53, 263
 - ESP Project, 53
 - Japanese study, 175–6
 - Indonesian Project, 248
 - Utah Project, 144–5
 - Western Isles Project, 105, 106, 140
 - see also* duration of studies; formative evaluation; summative evaluation
- topicalisation, 206–12, 209, 215
- training *see* teacher training
- Treatment File, REST Project, 69–74, 70–2
- triangulation, 44, 53, 54, 221, 285
- Tyler, Ralph, 13–15
- uptake study, 197–221
 - conclusions, 215–16
 - editors' postscript, 220–1
 - Identification Probe, 201, 217
 - importance, 197–9
 - learner idiosyncracies, 212–14
 - method, 201–3, 217–18, 221
 - method effect, 203–6
 - Recall Chart, 201, 217
 - topicalisation, 206–12
 - uptake, 199–200
- Utah University Project, 141–66
 - audiences, 146, 157–8
 - description, 142–4
 - editors' postscript, 164–6
 - findings, 158–62
 - quality of data, 160–1
 - reasons for, 144, 275
 - subjects, 145–6
 - testing, 152–7
 - timing, 144–5
 - what to evaluate, 147–51
- utilising evaluation, 20, 40, 41, 42, 58, 124, 140, 264, 274, 290–1, 298–9
- utility standards, 18
- vocabulary tests, Japanese study, 148, 156
- West Highland Free Press, 116, 118
- Western Isles Council *see* Comhairle nan Eilean
- Western Isles Project, 14, 100–40
 - aims of project, 102–3
 - analysis and reporting, 112–13
 - editors' postscript, 137–40
 - effectiveness, 118–23
 - findings, 113–15
 - implementing evaluation, 107–12
 - interview schedule, 125–30
 - planning evaluation, 104–7
 - policy, 123–4
 - public perceptions, 115–18
 - pupil observation instrument, 131–6
 - teacher observation instrument, 130–1, 132
- writing tests
 - Utah Project, 148, 155
 - Western Isles, 111, 114–15, 120, 121