

Author index

- Allan, M., 194
Allwright, D., 220
Anderson, L., 124
Andrich, D., 216, 222
Arthur, L., 147

Bailey, K., 219, 220
Baker, N., 67
Bartlett, L., 120
Bartram, M., 68
Bell, J., 161, 162
Biggs, J., 2, 4, 17
Block, D., 218
Blum, R., 117
Borg, W., 84
Breen, M., 205
Brindley, G., 9, 24, 25, 26, 121
Brock, C., 88
Brophy, J., 78, 81, 88, 124, 135, 213, 214
Brosnan, D., 49–52
Brown, H. D., 211
Brown, L., 175
Brown, R., 11
Burns, A., 49–52

Call, M., 238
Candlin, C., 205
Cazden, C., 81–83
Chaix, P., 157
Chastain, K., 219
Chaudron, C., 69
Clark, C., 106, 107
Cole, K., 69–70
Colman, H., 147
Crichton, J., 71–73
Crookes, G., 87

Dickinson, L., 121, 156–157, 158, 178
Doyle, W., 124
Duppenthaler, P., 149

Emmer, E., 124
Estaire, S., 47–48
Everard, K., 2, 11
Evertson, C., 117–119, 124, 125

Gardner, R., 209–210, 226, 228
Gebhard, J., 239–240
Germaine, K., 232
Gerot, I., 49–52
Good, T., 78, 81, 88, 124, 135, 213, 214
Gronlund, N., 230
Grosse, C., 106

Hadfield, J., 170
Hammond, J., 49–52
Hardisty, T., 197–198
Harmer, J., 124–125, 138–139, 145, 181,
 201
Higgins, J., 196–197
Holley, F., 87
Honeyfield, J., 145–146
Hood, S., 188
Horvitz, E., 219

Jackson, P., 88
Johnson, K., 109
Johnson, R. K., 65
Johns, T., 196–197
Jones, C., 199
Joyce, H., 49–52

King, J., 87
Kounin, J., 124
Kohonen, V., 122, 157
Kolb, D., 157
Koziol, S., 238

Lahaderne, H., 88
Lambert, W., 209–210
Lampert, M., 108

Cambridge University Press

978-0-521-49773-2 - The Self-Directed Teacher: Managing the Learning Process

David Nunan and Clarice Lamb

Index

[More information](#)**294 Author index**

- Lawrence, M., 216, 222
Legutke, M., 10, 122
Lockhart, C., 106, 120–121
Lockwood, J., 188
Long, M., 87
Lozano, F., 247–249
- Malcolm, I., 112–116
Marland, P., 107
Marx, R., 106
McPherson, K., 73–75, 76
Morris, G., 11
Munby, H., 108
Murison-Bowie, S., 199
Murphy, T., 149, 154
- Ng, P., 182
Nolasco, R., 147
Nunan, D., 9, 10, 12, 13, 17, 28, 43, 65, 88, 89, 98, 108, 110, 121, 122, 137, 143–144, 188, 232
- O’Neil, C., 157
- Pajares, M., 109
Pak, J., 172–174
Parrott, M., 141
Peterson, P., 106
- Reay-Dickins, P., 232
Richards, J., 98, 99, 106, 120–121, 140–141, 181–183
Rodgers, T., 99, 140–141
Rowe, M., 84
- Scarino, A., 29–30
Schrum, J., 87
- Scott, M., 199
Scovel, T., 219
Shamin, F., 147–148
Shulman, L., 108
- Taylor, P., 44
Tech, V., 87
Telfer, R., 2, 4, 17
Thomas, H., 10, 122
Tribble, C., 199
Tung, P., 182
Tyler, R., 45
- Underhill, N., 10
- van Lier, L., 92
Vickers, M., 247, 249
- Wajnryb, R., 80, 102–103, 174
Walton, R., 68
Wiberg, P., 149, 153
Willing, K., 27
Windeatt, S., 197–198
Wong, A. K. C., 1, 45, 46, 58–59, 126–128, 129
Woods, D., 43, 45, 54, 106
Wright, T., 134, 137
- Young, D., 219
Yinger, R., 107
Yorkey, R., 96
- Zahoric, J., 106
Zanón, J., 47–48

Subject index

- affective aspects, 208–228
- anxiety, 219–220
- assessments, 164, 230–231
- attitude, 215–219
- Australian Language Levels (ALL)
 - Guidelines, 29
- autonomy, 156
- behavior problems, dealing with, 122–128
- classroom dynamics, 104–132
 - pacing, 105
 - monitoring, 106–112
- classroom talk, 60–103
 - and motivation, 211–212
 - direct instruction, 63–67
 - error correction and feedback, 68–79
 - functions of, 61–63
 - instructions, 96–98
 - teacher questions, 80–96
 - use of the first language, 98–100
- collaborative planning, 55–57
- COLT (Communicative Orientation to Language Teaching) Scheme, 231–232, 233
- commercial materials, 180–185
- communicative language teaching, 4, 13–16, 136–137
- competency based instruction, 30–32
- computers in the classroom, 195–199
- concordancing, 198–199
- contracts *see* learning contracts
- crisis points, 71–73
- cross-cultural issues, 112–116
- curriculum
 - outline of, 20–23
 - planning issues, 43–59
 - decisions, 22, 23
 - planning grids, 32–33
- decision making
 - pre-instructional, 53–55
 - classroom, 106–112
- experienced versus inexperienced teachers, 110–112
- direct instruction, 63–67
- discipline 122–125
- display questions, 88–93
 - data *see* needs analysis
 - motivation, 209–215
 - roles, 10, 134–137, 140–142, 170–171
 - sample data, 168–169
- effective teaching movement, 116–120
- electronic media, 192–195
- error correction and feedback, 68–79
 - guidelines for, 75
 - student attitudes towards, 73–75
- evaluation: 164, 229–251
 - external, 238–240
 - formal, 230–232
 - informal, 232–234
 - institutional, 250–251
 - peer, 240–244
 - self, 234–238
 - student, 244–245
- experiential learning, 157
- explanations
 - student attitudes towards, 66–67
- feedback *see* error correction and feedback
- functional grammar and lesson planning, 48–52
- goals
 - broad and specific, 29–30
 - general curricular, 22
 - communicative, 27–29
 - learning how-to-learn, 30
- grammar, role of, 17
- grammar translation approach, 98–99
- grouping learners, alternatives, 27
- high structure and low structure teaching, 2–3, 16–20

296 *Subject index*

- humanistic education, 9, 10
- individualized instruction, 157
- instructional groups, 133–178
- instructional methods, 141
- instructional models
 - presentation, practice, production, 46–47
 - teaching learning cycle, 48–52
 - thematic, 47–48
- instructional tasks and learner roles, 142
- instructions, 96–98
- instrumental motivation, *see* motivation
- integrative motivation, *see* motivation
- large classes, 147–149
- learner-centered instruction, 4, 9–13
- learner achievement and effective teaching, 116–120
- learner
 - anxiety, 219–220
 - attitude, 215–219
 - open versus closed, 84
 - wait time, 84–87
- learning-centered instruction, 11–13
- learning contracts, 158, 159
- learning how to learn, 30
- lesson
 - pacing, 105
 - monitoring, 106–112
 - preparation and planning, 44–53
 - models, 46–53
- low structure teaching *see* high structure and low structure teaching
- managing groups *see* small group work
- managing resources and teaching texts *see* resources
- management
 - decisions, 3
 - qualities of, 2
- mixed-level groups, 158–167
- monitoring student learning, 229–251
- motivation, 209–215, 225–228
 - and achievement, 209
 - teacher strategies, 211–214
 - instrumental, 208, 209, 210
 - integrative, 208, 209–210
 - intensity of, 225–226
 - preconditions for, 214–215
- Natural Method, 99
- needs analysis
 - approaches to, 23–25
 - general considerations, 23–27
- information requirements, 26
- sample data collection instruments, 34–42
- negotiating learning, 158, 160
- objectives, formal performance, 28
- observation
 - peer, 240–244
 - self, 234–238
- one-to-one instruction, 149–155
- pair work, 142–146
- peer observation, 240–244
- pre-course planning, 45–46, 59
- presentation, practice, production model, 46
- psychological constructs in learning, 208–228
- questions, 80–95
 - display versus referential, 88–93
 - functions of, 80–84
- realia, 199–201
- referential questions, 88–93
- reflective teaching, 120–122
- resources
 - using commercial teaching materials, 180–185
 - exploiting teachers' manuals, 186–187
 - using video, 192–195
 - using computers, 195–199
 - using visuals and realia, 199–201
- roles *see* learner roles; teacher roles
- seating chart, 89
- self-access materials, 157
- self-directed learning, 4, 155–158
- self-instruction, 156
- small group work, 142–146
- staff meetings, 55–57
- task-based language teaching, 9
- teacher talk *see* classroom talk
- teacher personality types, 137–138
- teacher roles, 134–140
- teachers' knowledge base, 109–110
- teachers' manuals, 186–187
- textbooks *see also* commercial materials
 - evaluation of, 203–205
 - selection of, 201–202
 - techniques for teaching from, 188–192
- thematic planning model, 47–48
- use of the first language, 98–100
- visuals, 199–201, 205–207
- wait time, 84–87