# REFERENCES

Alqunayeer, H. S., & Zamir, S. (2016). Needs Analysis of Saudi EFL Female Students: A Case Study of Qassim University. *Journal of Curriculum and Teaching*, *5*(1), 87-104.

Aston, G. (1993). The learner's contribution to the self-access center. *ELT Journal, 47*(3), 219-227

Bahrani, T., & Tam, S. S. (2012). Exposure to audiovisual programs as sources of authentic language input and second language acquisition in informal settings. *Southern African Linguistics and Applied Language Studies, 30*(3), 347–359. https://doi.org/10.2989/16073614.2012.739329

Basbagi, R. R., & Yilmaz, N. (2015). Autonomous foreign language learning. *Journal of Languages and Culture*, *6*(8), 71-79. https://doi.org/10.5897/JLC2015.0338

Benson, P. (2011). Teaching *Researching Autonomy in Language Learning*, 2nd Ed. Pearson: London

Benson, P. (2016). Learner autonomy. In *The Routledge handbook of English language teaching* (pp. 339-352). Routledge.

Brown, J. D. (2009). Foreign and Second Language Need Analysis. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 269–293). Wiley-Blackwell.

Carmines, E. G. & Zeller, R. A. (1979). *Reliability and Validity Assessment*, Newbury Park, CA, SAGE

Castellano, J., Mynard, J., & Rubesch, T. (2011). Student technology use in a self-access center. *Language Learning & Technology*, *15*(3), 12-27. http://dx.doi.org/10125/44256

Cooker, L. (2008). Self-Access Material. In Tomlinson, B. (Ed.). *English language learning materials: A critical review*. (pp. 110-132). Continuum

Cotterall, S., & Reinders, H. (2001). Fortress or bridge? Learners' perceptions and practice in self-access language learning. *Tesolanz*, 8, 23–38.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research.* 3rd Edition. Sage Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. 5th Edition. Sage publications.

Detaramani, C., & Shuk Im Chan, I. (1999). Learners' needs, attitudes, and motivation towards the self-access mode of language learning. *RELC Journal*, *30*(1), 124-150. https://doi.org/10.1177/003368829903000106

Dudley-Evans, T. & ST John M. J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press

Furaidah, F., & Suharmanto, S. (2015). Patterns of SAC Utilization and the Sine Qua Non of The Self-Propelled Development of Students' English Proficiency. *TEFLIN Journal*, *19*(1),27-41. http://dx.doi.org/10.15639/teflinjournal.v19i1/27-41

Gardner, D., & Miller, L., 1999. *Establishing Self-Access: From Theory to Practice.* Cambridge University Press

Hobbs, M. F., & Dofs, K. (2017). Self-Access Centre and Autonomous Learning Management: Where Are We Now and Where Are We Going? *Studies in Self-Access Learning Journal, 8*(2), 88-101

Holec, H. (1980). Autonomy and Foreign Language Learning. Council of Europe: France.

Hutchinson, T., & Waters, A. (1987). Needs analysis. In *English for Specific Purposes: A Learning-centred Approach.* Cambridge: Cambridge University Press. 53-64. https://doi.org/10.1017/CBO9780511733031.010

Hsieh H-C, & Hsieh H-L. (2019). Undergraduates' Out-Of-Class Learning: Exploring EFL Students' Autonomous Learning Behaviors and Their Usage of Resources. *Education Sciences, 9*(3),159. https://doi.org/10.3390/educsci9030159

Hsu, Jeng-yih. (2007). Integrating a Writing-Across-Curriculum Program into a Self-Access Learning Center. In: *Proceedings of the 24th International Conference on English Teaching and Learning in the Republic of China (ROC-TEFL).*

Hyland, K. (2006). English for academic purposes: An advanced resource book. London: Routledge.

Lazaro, N., & Reinders, H. (2006). Technology in self-access: An evaluative framework. *PacCALL Journal*, 1(2), 21–30.

Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System*, *24*(4), 427-435. https://doi.org/10.1016/S0346-251X(96)00039-5

Lin, L. Y., & Brown, R. (1994). Guidelines for the production of in-house self-access materials. ELT Journal, 48(2), 150-156.

Long, M. (2005). Overview: A rationale for needs analysis and needs analysis research. In M. Long (Ed.), *Second language needs analysis* (pp. 1-16). Cambridge University Press.

McMurry, B. L., Tanner, M. W., & Anderson, N. J. (2009). Self-Access Centers: Maximizing Learners' Access to Center Resources. *TESL-EJ*, *12*(4), n4.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data analysis: A Methods Sourcebook*. 3rd Edition. Thousand Oaks, California: Sage Publications, Inc.

Miller, L., Shuk-Ching, E.T., & Hopkins, M. (2007). Establishing a self-access center in a secondary school. *ELT Journal*, *61*(3), 220-227. https://doi.org/10.1093/elt/ccm029

Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. Springer Nature.

Morrison, B. (2008). The role of the self-access centre in the tertiary language learning process. *System*, *36*(2), 123-140. https://doi.org/10.1016/j.system.2007.10.004

Murray, D. E. (2005). Technologies for second language literacy. *Annual Review of Applied Linguistics*, 25, 188–201. https://doi.org/10.1017/S0267190505000103

Mynard, J., & Stevenson, R. (2017). Promoting Learner Autonomy and Self-Directed Learning: The Evolution of a SALC Curriculum. *Studies in Self-Access Learning Journal*, 8(2), 169–182.

Nasöz, M. (2015). *Turkish EFL Learners 'Readiness for Autonomy and Attitudes Toward Self-Access Center* (Doctoral dissertation, Bilkent Universitesi Turkey).

Nation, I. S. P. & Macalister, J. (2019). *Language Curriculum Design*. 2nd Edition. New York: Routledge. https://doi.org/10.4324/9780429203763

Njoto, D. T., (2014). English department students' perception on the Sel-Access Center in Widya Mandala Catholic University. *Undergraduate Thesis*. Surabaya: Widya Mandala Catholic University

Ng, K-y. S., & Gu, Y. (2016). Balancing competing needs among stakeholders: Lessons from the Self-access Language Learning Centre (SALL) of the Chinese University of Hong Kong (Shenzhen). *Studies in Self-Access Learning Journal, 7(*1), 46-55.

Nunan, David. & Clarice, L. 1996. *The Self-Directed Teacher: Managing the Learning Process*. USA: Cambridge University Press

Ortíz J. Z. P. (2006). Evaluating students' autonomous learning through their uses of a self-access centre. *Colombian applied linguistics journal*, (8), 53-73.

Reinders, H. (2006). Supporting Self-Directed Learning Through an Electronic Learning Environment. In: Lamb, Terry & Hayo Reinders (Eds.) 2006 *Supporting Independent Learning: Issues and Interventions*. Frankfurt: Peter Lang. (Series: Bayreuth contributions to glottodidactics), 219-238

Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching, 50*(4), 561-578. https://doi.org/10.1017/S0261444817000192

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. (2015). The Changing Face of Language Learning: Learning Beyond the Classroom. *RELC Journal*, 46(1), 1033–1049. https://doi.org/10.1177/0033688214561621

Riley, P. 1987. From self-access to self-direction. In J. A. Coleman and R. Towell (Eds.). *The Advanced Learner*. CILT.

Samsudin, A., Musthafa, B., & Sunendar, D. (2020). Improving Self Independence and Adjustment-based Students' Language Competence through Self Access Center. *Universal Journal of Educational Research*, *8*(12), 6473-6481. https://doi.org/10.13189/ujer.2020.081212

Sheerin, S. (1991). Self-access. *Language Teaching, 24*(3), 143-157. https://doi.org/10.1017/S0261444800006315

Sheerin, S. (2014). An exploration of the relationship between self-access and independent learning. In Benson, P., & Voller, P. (Eds.). *Autonomy and independence in language learning*. (pp. 54-65). Routledge. https://doi.org/10.4324/9781315842172

So, W. W. M. (2012). Creating a framework of a resource-based e-learning environment for science learning in primary classrooms. *Technology, Pedagogy and Education, 21*(3), 317–335. http://dx.doi.org/10.1080/1475939X.2012.719399

Sturtridge, G. (2014). Teaching and language learning in self-access centers: Changing roles. In Benson, P., & Voller, P. (Eds.). *Autonomy and independence in language learning* (pp. 66-78). Longman. https://doi.org/10.4324/9781315842172

Sultana, S. (2018). Need Analysis: An Invaluable Step for Successful Autonomous Learning. *English Language Teaching*, *11*(7), 37-47. http://doi.org/10.5539/elt.v11n7p37

Suriaman, A. (2015). Strategies in Promoting Independent Learning through Self-Access Centre (SAC) at Tadulako University. *Asian EFL Journal*, (88). 29-58

Straub, D., Boudreau, M.-C. & Gefen, D. (2004). Validation guidelines for IS positivist research. *Communications of the Association for Information Systems*, 13, 380-427

Takahashi, K., Mynard, J., Noguchi, J., Sakai, A., Thornton, K., & Yamaguchi, A. (2013). Needs analysis: Investigating students' self-directed learning needs using multiple data sources. *Studies in Self-Access Learning Journal*, 4(3), 208-218. https://doi.org/10.37237/040305

Tassinari, M. G., & Ramos, J. J. M. (2020). Self-Access Language Centres: Practices and Research Perspectives. In Raya, M. J., and Vieira, F. (Eds). *Autonomy in language education: Theory, research and practice*. (pp. 175-190). Routledge.

Weitzman, E. R., Gaultney, A., von Scheven, E., Ringold, S., Mann, C. M., Magane, K. M., ... & Schanberg, L. E. (2023). Construct validity of Patient-Reported Outcomes Measurement Information System Paediatric measures in juvenile idiopathic arthritis and systemic lupus erythematosus: cross-sectional evaluation. *BMJ open*, *13*(1), e063675.

Xiao, J. (2007). Distance English language teaching and learning: Practice and theory. Beijing: China Central Radio and Television University Press