ISTANBUL COMMERCE UNIVERSITY

ENGLISH PREPARATORY PROGRAM

"CONTINUOUS PROFESSIONAL DEVELOPMENT & INDUCTION"

HANDBOOK

ISTANBUL COMMERCE UNIVERSITY

ENGLISH PREPARATORY PROGRAM

CONTINUOUS PROFESSIONAL DEVELOPMENT & INDUCTION

"Who dares to teach must never cease to learn."
- John Cotton Dana

OUR PURPOSE

Istanbul Commerce University English Preparatory Program Continuous Professional Development System assumes a responsibility to ensure the continuous improvement of instruction by supporting all its instructors in their efforts to increase their own performance and potential both as a team and personally.

OUR VISION

Our vision is to transform ICU English Preparatory Program into a learning organization by assisting our instructors in their never-ending pursuit of professional development efforts.

OUR MISSION

Our mission is to support all our instructors to increase their potential and performance both professionally and individually with a new mindset to benefit from systems thinking.

OUR APPROACH

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with the students and colleagues throughout each phase of their teaching lives" (Day, 1999, p. 4).

The breadth of our CPD Program, as suggested above, stretches from the structured to the unstructured, from the ELT field-wide to the personal. It aims to reach the potential and quality to respond to differing professional and personal needs by taking account of the different phases of our instructors' developmental levels; and is undertaken for varied reasons and purposes at pre-determined certain times. All our program instructors are well aware that they have to take the

responsibility of refreshing and enhancing their teaching knowledge and skills throughout their professional lives.

We strongly believe that CPD can achieve positive and sustained impacts on our instructors, students and the whole of ICU English Preparatory Program organization when:

- it is seen by our instructors to be relevant to their needs and those of their students
- the instructors are centrally involved in decisions about the content and process of CPD
- collaboration and the sharing of expertise among our instructors is fostered
- expert internal and/or external support for the program instructors is available
- CPD is recognised as an integral part of our instructors' work, not an extra.
- inquiry and reflection are valued as central professional learning processes
- all the instructors are engaged in the examination and review of their beliefs
- student learning provides the motivation for professional learning
- CPD is seen as an ongoing process rather than a periodic event

(Borg, 2015)

Traditional CPD programs see teachers as simple knowledge consumers that receive the given knowledge passively. We do not see CPD as a strategy through which our instructors can gain some new knowledge only from external sources; we also aim to help all our instructors to turn themselves into knowledge generators by encouraging collective professional inquiries and self-reflection. To this end, we give our program instructors choice and control over their professional growth efforts. ICU EPP makes use of both top-down (institutional) and bottom-up (instructors' own needs and choices) CPD approaches.
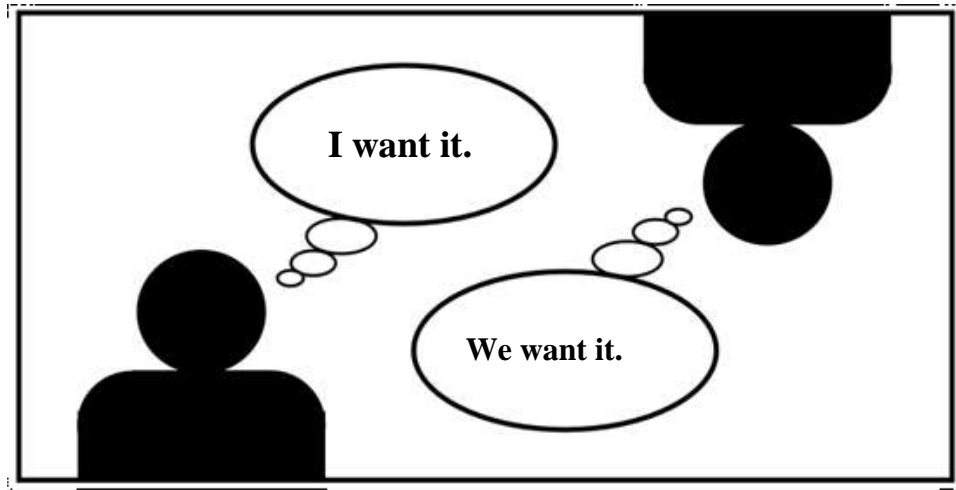
OUR CPD FRAMEWORK

All the contents, plans and programs of EPP CPD are essentially based on the philosophy of "learning organization", which underlines the importance of creating a culture valuing learning at both micro (classroom) and macro level (school). Such an organizational culture that encourages all our instructors to become adept at learning can make the whole organization more capable in bringing about its own continual development and transformation. CPD is to focus on the below developmental areas in order to increase the efficiency and effectiveness of all our instructional and organizational operations and practices.
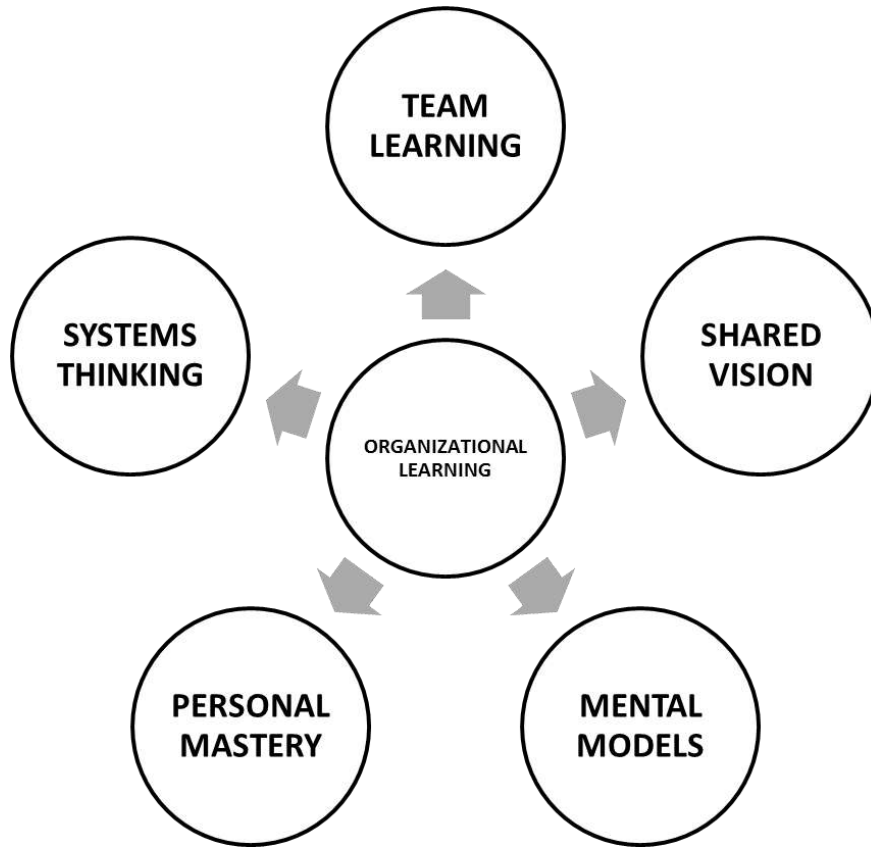
Figure 1: The Elements of a Learning Organization (Senge, 1990)

OUR EXPECTATIONS FROM THE PROGRAM INSTRUCTORS

We believe that professional teachers are those who are able to reflect continuously on their own practice. Effective teachers are always ready to question and evaluate their teaching and the learning environment they are creating with a view to understanding the processes of teaching and learning and in developing their own professional conduct. We do not see our teachers as programmed machines delivering pre-selected materials; we want them to be actively engaged in critically examining what they do in the classroom and modify themselves accordingly.

Our CPD plans are divided into two pathways as knowledge and skills. EPP CPD aims to assist our program instructors to improve their knowledge and skills on an ongoing basis. In our CPD

plans, we utilize Lee Shulman's categories of knowledge involved in teaching; for our skills development plans John R. Anderson's ACT-R model (Acquisition of Cognitive Skills Theory / Adaptive Control of Thought – Rational) is used.

To Anderson, each task that humans can perform should consist of a series of certain discrete cognitive operations. A reasoned combination of thinking and doing can be a powerful mix of activity to deepen learning of any sort (Anderson, 1990).

Lee Shulman's Categories of Knowledge Involved in Teaching

➢ **Content Knowledge**

"Content knowledge encompasses the teacher's own proficiency in the language and the degree of knowledge the teacher has about the formal aspects of English such as syntax, phonology, etc." (Randall & Thornton, 2005).

➢ **General Pedagogic Knowledge**

General Pedagogic knowledge means the "how" of teaching. It is a form of practical knowledge that is used by teachers to guide their actions in highly contextualized classroom settings. It includes knowledge about teaching, learning, and learners that is not specific to the teaching of particular subject matter content. Applying classroom procedures, organizing classroom practices, keeping activities on track, keeping the lessons running smoothly, and promoting student engagement are some of the areas relating to general pedagogic knowledge (Shulman, 1987; Carter, 1990).

➢ **Curriculum Knowledge**

Curriculum knowledge refers to knowledge about the particular curriculum and materials used by the teacher. Especially when there is curriculum renewal or change, the change made requires a change in teacher thinking as well (Sheldon, 1989; Nunan, 1990).

➢ **Knowledge of Learners and Their Characteristics**

It is an undeniable fact that teachers can improve the quality of learning by catering to the different learning styles. Therefore, teachers are expected to have the knowledge of learners, their characteristics and preferences.

➢ **Knowledge of Educational Context**

It is of crucial importance that teachers understand the sociocultural and institutional context in which they work (Holliday, 1994).

John R. Anderson's ACT-R Model

The skills necessary for better teaching can be learned and improved passing through a three-stage process given in the table below:

Cognitive Stage	Teachers try to learn the strategies, approaches, methods, principles or rules theoretically to improve themselves.
Associative Stage	Teachers experiment the newly-learned knowledge in their own teaching context as their instructional practices. After the implementation, they self-reflect what they have or have not done.
Autonomous Stage	Over time and regular practice the newly-learned skills lead to acquisition and the teachers begin to make use of these skills unconsciously.

Table 1: Acquisition of Cognitive Skills (Anderson, 1990)

What we aim, as EPP CPD, is to aid all our program instructors to reach the autonomous stage in their learning and to endorse all their endeavours for change and growth.

THE DOMAINS OF OUR TEACHER TRAINING PROGRAMS

CPD organizes the foundation of all its teacher training plans and programs according to Charlotte Danielson's Framework for Teaching. The Framework for Teaching is a research-based

set of components of instruction, very well-grounded in a constructivist view of learning and teaching. This framework provides us with a roadmap for improvement of teaching and learning.

Figure 2: Danielson's Framework for Teaching (Danielson, 2011)

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

**Domain 2: Classroom (Learning) Environment**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behaviour
- Organizing Physical Space

Domain 3: Instruction and Assessment (Checking Understanding or Learning) Strategies

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professionalism

- Reflecting on Teaching
- Maintaining Accurate Records
- Participating in Professional Learning Communities
- Growing and Developing Professionally
- Showing Professionalism
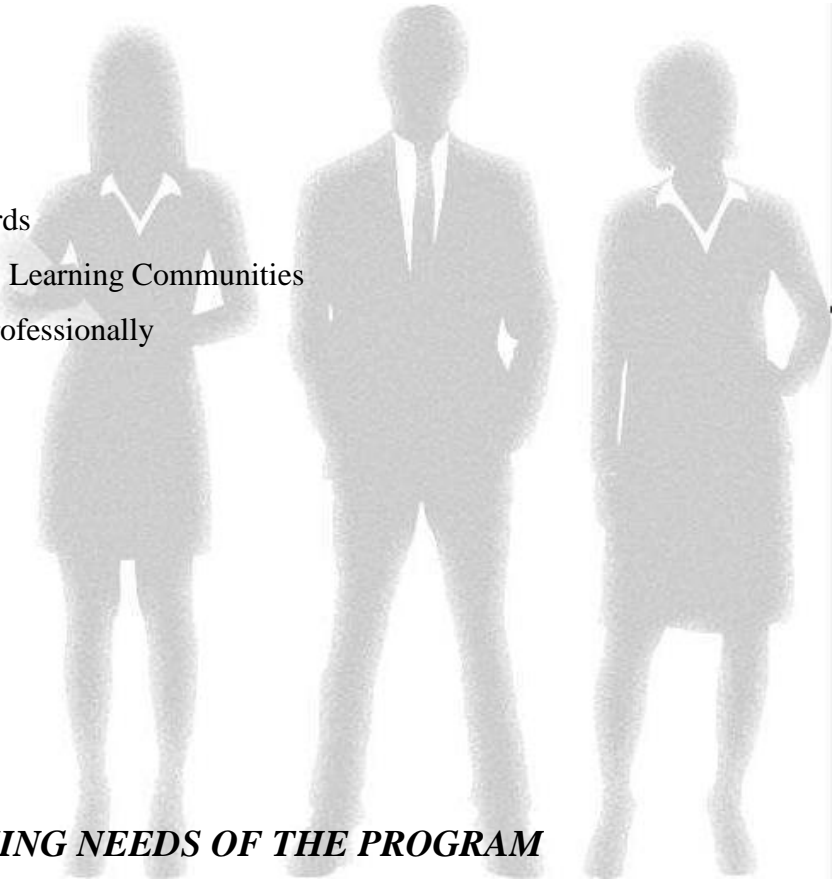
IDENTIFYING THE TRAINING NEEDS OF THE PROGRAM INSTRUCTORS

The different training needs of our program instructors are identified regularly using the below methods and techniques:

- Questionnaires (see Appendix 1)
- Focus group meetings

- Written demands coming from the different units such as Curriculum Development or Testing and Assessment Centre, OLP&ICT, etc.
- Administrative and institutional demands and decisions

INSTITUTIONAL CPD CONTENTS

- Outsourced staff training sessions (Non-voluntary / min. 4 per year)
- In-house workshops (Voluntary)
- Webinar attendance (Non-voluntary / 2 per year)
- Conference attendance (Voluntary / 1 per year)
- Membership to online learning communities (SIGs) (Voluntary)
- Peer observations (Voluntary)
- Reading and sharing (Voluntary)
- Trying out different methods/approaches in class (sort of like action research) and sharing the related-results with the teaching staff in a formal or informal way (Voluntary)
- Reflection groups or professional learning communities, where the program instructors meet to share experiences of teaching and to examine evidence from their lessons (such as video recordings of teaching or examples of student work) (Voluntary)
- Collaborative materials writing, where the program instructors work together to design teaching materials for particular groups of students (Voluntary)
- Earning various teaching certification such as CELTA, DELTA, TESOL, TEFL, etc. (Voluntary)
- Personal professional development goals – Setting two to three specific and realizable professional development goals at the start of each academic year. (see Appendix 2 for the personal professional goals template and Appendix 3) (Non-voluntary)
- ICU English Preparatory Program ELT organizations with the help of publishing houses
- Unannounced/Unscheduled observations (drop-ins) by the ICU EPP Coordinator throughout the academic year so as to evaluate the standards of teaching and learning, and ensure that proper standards of professional performance are established and maintained

- Micro-teaching observations at the end of the related academic year - These observations are carried out with the academics from different universities and the evaluations done are used in the planning of training contents (see Appendix 3 for the lesson plan template to be used by our program instructors) (might not be in 2017 – 2018 depending on the decision of the university's upper-management)

- Regularly buying ELT books with the help of ICU Library in the fields of linguistics, materials development, curriculum, ELT approaches and methods and the like (see Appendix 7&8 for the complete list of the ELT books having been bought by ICU Library so far upon the request of English Preparatory Program)

All the above CPD operations and activities are designed, planned, scheduled and implemented by the EPP CPD unit under the auspices of the EPP Coordinator. They are also available and accessible for every instructor working at ICU English Preparatory Program equally.

EPP CPD JOB DESCRIPTION

1. Planning, implementing, evaluating and improving CPD quality and standards
2. Organizing in-house seminars or workshops led by current program instructors
3. Collating data from teacher training request surveys, observation feedback and student feedback, and then selecting types of training that are the most popular and/or were not covered the previous year
4. Inviting the program instructors to propose seminar topics that they may present; also encouraging them with well-received seminars to present papers at conferences. All staff (including new recruits) is encouraged at the beginning of the year to lead a seminar.
5. Fostering an institutional culture that value self-improvement among the program instructors
6. Researching and giving information on outside ELT conferences for the instructors to attend
7. Keeping records on certificate/diploma programs, seminar participation/presentations and conference attendance/presentations on each staff member (Personal Professional Development Files)
8. Coaching staff members in order to help them increase their potential and performance

9. Encouraging staff members to share their creative ideas to obtain sustainable goals for CPD
10. Receiving individual development plans and offer guidance on opportunities available
11. Keeping the EPP Coordinator apprised of CPD activities
12. Planning and organizing orientation and induction programs at the beginning of each academic year
13. Keeping all the EPP instructor' I-CPDFs and submit them to the EPP Coordinator at the end of the related academic year.

CPD IN THE EPP ORGANIZATION CHART

CPD ORIENTATION&INDUCTION PROGRAMS

As ICU English Preparatory Program, we are fully aware that we need to carry out induction and orientation at the very start of the related academic year to help our teaching staff function as efficiently and effectively as possible; and to make them familiar with the new teaching and institutional environment.

Wong (2004) suggests that induction is a "Comprehensive, coherent, and sustained professional development process – that is organized by a school to train, support, and retain new teachers and seamlessly progress them into a lifelong learning program."

To this end, CPD regularly organizes induction and orientation programs for both the newly recruited and already existing teaching staff at the start of each academic year, with continued and comprehensive additional support throughout the related academic year. ICU English Preparatory Program part-time instructors also get the support of CPD in terms of induction or orientation at the start and throughout the related academic year. All the orientation, induction and in-house trainings are compulsory for the part-time instructors as well.

All the induction and orientation programs are scheduled and realized before the related academic year starts.

THE SPECIFIC AIMS OF CPD INDUCTION PROGRAMS

1. To fully orientate new staff into the workings of the program
2. To familiarize new staff with administrative procedures
3. To inform new staff about policies and procedures for quality assurance
4. To familiarize new staff with the EPP grading standards
5. To collect and analyse feedback on a regular basis to improve the induction process from year to year

PEER OBSERVATIONS AND IN-HOUSE WORKSHOPS

➢ *Peer Observations*

ICU EPP is committed to providing high quality teaching standards in its classrooms, and peer observations and in-house workshops are of crucial importance to maintain and improve teaching quality on an ongoing basis. Our main objective for the peer observations is to enable the EPP instructors to reflect on their teaching with the help of their colleagues, and get inspiration from their peers' actual in-class practices. Through in-house workshops, the knowledge and experience generated collectively in the EPP are shared and expected to influence overall in-class teaching

quality. Therefore, all the EPP instructors are expected and encouraged to carry out peer observations and in-house workshops voluntarily.

EPP instructors must follow the below procedures to conduct peer observations:

1. **Choosing the peer as an observer or observee**

The instructors are completely free to choose their own partners.

2. **Filling up the "Peer Observation Form" (See Appendix 5)**

3. **Submitting the form to the CPD Coordinator in print**

4. **Agreeing on the format and specific focus of the observation**

The peers are advised to agree on a specific focus for the observation in advance. However, the lesson as a whole might be the focus of the observation. If the whole lesson will be observed, the peer observation checklist prepared by the CPD might be used (See Appendix 6 for the Peer Observation Checklist).

5. **Pre-Observation**

It would be helpful that the observer is informed in advance by the observee regarding the teaching and learning setting such as student profile, classroom dynamics, etc.

6. **Observation**

The observer keeps notes on the observation to refer to during feedback.

7. **Post-Observation**

The peers should come together shortly after the related observation. They should exchange ideas about the strengths of the teaching observed as well as the sharing of practical ideas as to how the teaching might be improved. If there are some certain specific focus areas for the observed lesson, they should focus only on areas agreed in advance.

8. **Confidentiality**

The observer must keep the post-observation notes strictly confidential. Nevertheless, the observer might share his/her thoughts and feelings with regard to the positive contributions the observation will make to his/her own teaching approach or style.

➤ *In-House Workshops*

As for the in-house workshops, all the EPP instructors have the freedom to hold in-house training sessions or workshops any time they want. The instructor who will organize a workshop must follow the below procedures:

1. Filling up the "In-House Workshop Form" (See Appendix 7)
2. Submitting the form to the CPD Coordinator in print
3. Announcing the workshop to some or all the EPP instructors (CPD Coordinator)
4. Holding the workshop

FEEDBACK AND EVALUATION MECHANISMS OF CPD

ICU EPP Continuous Professional Development & Induction regularly collects formal and structured feedback as regards its activities and organizations. ICU EPP Continuous Professional Development & Induction, by taking account of all the collected and analyzed feedback, continuously seeks to improve its internal organization and quality. In figure 4 data collection, analysis, reporting and archiving processes are shown.
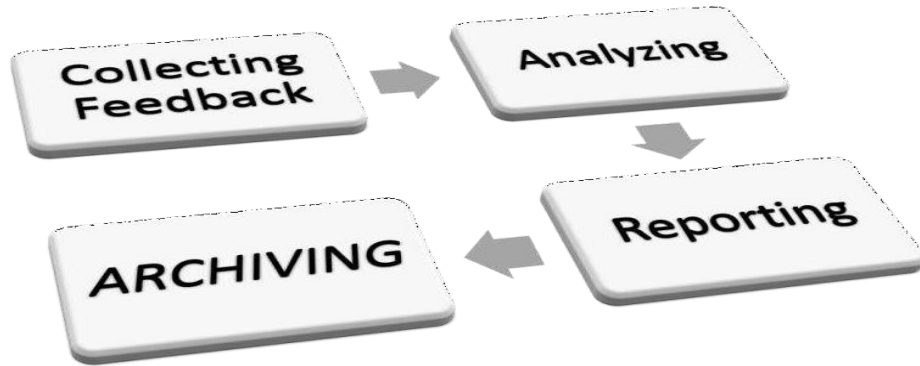
Figure 4: Feedback, analysis, reporting and archiving system of CPD & Induction

THE FLOW OF FEEDBACK AND REPORTING
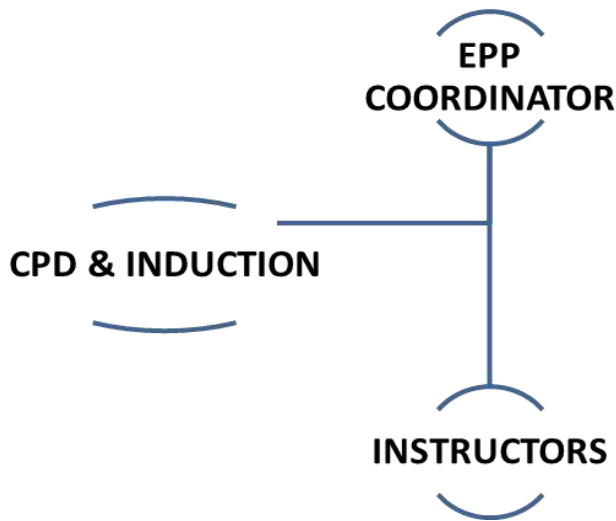
Figure 5: The flow of Feedback and Reporting

EVALUATION AND QUALITY MECHANISMS (CONTINUOUS)

The purpose of the ICU EPP Continuous Professional Development & Induction evaluation is to gather data and information systematically to make informed and accurate decisions with regard to the ICU EPP Continuous Professional Development & Induction to better its performance and quality.

ICU EPP Continuous Professional Development & Induction follows the below quality cycle in order to continuously review and develop all its activities and organizations.
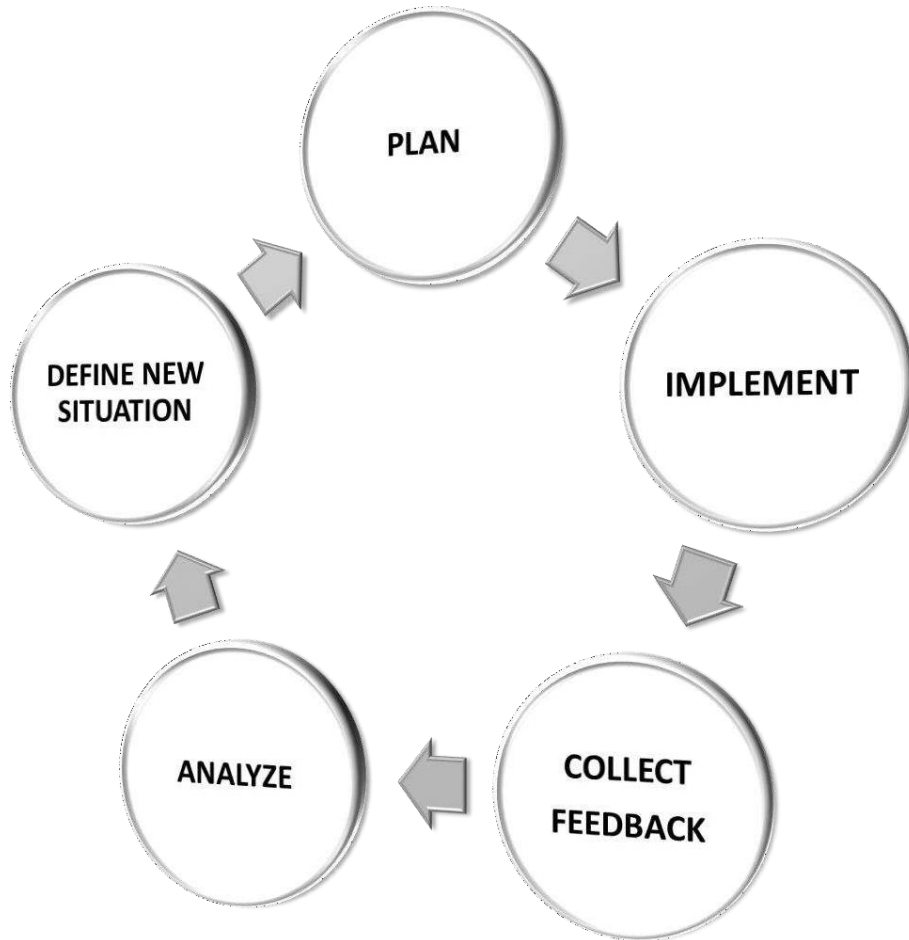
Figure 6: ICU EPP CPD & Induction Quality Cycle

In order to obtain a comprehensive quality evaluation to see and make the necessary changes and improvements, the below methods are to be made use of:

- Questionnaires (Instructors)
- Focus Group Meetings (Level Coordinators)

Quality Evaluation Tools	Students	Instructors	Level Coordinators	Statistical Data Evaluation
Questionnaires	x	1 per academic year	x	x
Focus Group Meetings	x	x	x	x

Table 2: CPD & Induction Quality Evaluation Mechanisms

CPD NEW STAFF INDUCTION PROGRAM

➢ **General Details**

Vision: To create a staff that feels valued, secure and confident, with a mindset that embraces self-reflection and self-improvement.

Purpose: To orientate new staff and make them feel welcome and assured that there is support available for any questions they may have.

Date of commencement: …

Person responsible: Staff Induction (CPD)

Duration: 3 days

Main Contents:

- Information emailed to new staff prior to their arrival
- Mini-presentations about program rules and procedures
- Meetings with a mentor

➢ **Procedures and Communication Plan**

Before the start of the related academic year:

Initial planning: In June/July, asking current instructors who would like to be a mentor and assigning one mentor to one or two mentees.

Pre-arrival email: Sending to all new instructors to welcome them and inform them what they should bring on their first day.

On the induction days:

Materials provided: Induction and instructor's handbook, name tag

Topics to be covered (All the below issues are to be covered by the related staff):

- Introduction (ICU EPP's vision and mission, organisation hierarchy, etc.)
- Instructors' role in the program (teaching approach, methods, styles, etc.)
- Administration (filling in students' attendance, TÜBİS system, etc.)
- Assessment (testing and assessment plans, practice of essay grading in workshop, etc.)
- Tour of building/campus
- Meeting mentor to learn about all minors workings (lunch hour time, service bus schedule, etc.)
- Talk on 'Pearson Assured Accreditation' and the quest for quality

➤ Feedback Mechanisms and Development Strategy

Feedback from participants: "Hot" reflection is demanded immediately after each component.

From presenters: Written comments, including proposed improvements and missing elements.

Development: CPD reviews and rewrites the induction-related parts of the CPD Handbook and adjust the contents in accordance to the feedback having been obtained.

Main target: Developing an induction video in three years' time.

➤ Reporting Schedule

1. "Hot" reflection taken from participants immediately
2. Survey and written comments for each session to be submitted the following day
3. Presenters submit their feedback the following day
4. Staff Induction (CPD) compiles all the feedback and writes out an agenda for an evaluation meeting
5. Evaluation meeting to take place no more than one week after the first induction day
6. Meeting minutes sent to all meeting participants by following day
7. Staff Induction (CPD) edits induction booklet, by week's end
8. All presenters edit their presentations by week's end

APPENDIX

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English Preparatory School

Teacher Training Preferences Questionnaire (SAMPLE)

The purpose of this questionnaire is to identify the training preferences of ICU English Preparatory Program instructors. Please put a tick for the training themes you would like to receive most.

Thanks in advance for your cooperation.

THEMES	
Classroom Management	
Learning Styles	
Instructional Design and Lesson Planning	
Student Motivation	
Reflective Teaching	
Error Correction and Feedback	
Testing and Assessment	
Generating, Adapting and Exploiting Materials	
Learner Autonomy	
Your own training themes:	

Please return this questionnaire to the CPD Coordinator by_____.

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INSTRUCTOR SELF-IMPROVEMENT PLAN

As you know, we believe, value and recognize self-reflection and self-improvement as ICU English Preparatory Program. With this in mind, you are kindly requested to fill in this form and submit it to the CPD Coordinator.

What are your growth areas in your teaching you gained or improved in 2019 – 2020 Academic year?

1.

2.

3.

What are some of the areas of improvement you could focus yourself on?

1.

2.

3.

What are your specific professional development targets for 2019 – 2020 academic year?

1.

2.

3.

How do you think you are going to achieve those targets?

1.

2.

3.

How do you think you are going to understand you have achieved those targets?

1.

2.

3.

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Self-Reflection on Your Self-Improvement Plan Results

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EPP CONTINUOUS PROFESSIONAL DEVELOPMENT
"RECORD OF ACHIEVEMENT FORM"

Instructor's Name: _____

Please check the form of CPD you engaged in.

Conference participation	*Webinar participation*	*Podcast/ Internet video*	*Peer observation*	*ELT book reading*	*Academic paper writing*	*Seminar presentation (in-house)*

Special interest group	*New technique/ tool*	*Materials development*	*Short course attendance*	*Seminar presentation (extramural)*	*Other (Please specify)* ……………………………	

- What interests you most about what you learned?

- How has your performance improved as a result (or how do you think it will improve?

Other comments:

Date:

Instructor's signature: _____   CPD Coordinator's signature: _____

__APPENDIX__

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LESSON PLAN TEMPLATE

Instructor	
Academic Year	
Date	
ICU Campus	
Class	
Level	
Duration	
Number of Students	
Main Focus of Lesson	
Profile of Students	

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Main Aims	By the end of the lesson, students will be able to a)	
Subsidiary Aims	a)	
Assumed Knowledge		
Anticipated Problems & Suggested Solutions	P1:	S1:
Materials Needed (Please specify the unit, chapter, etc. for the textbooks)		

TIME & STAGE	AIMS	PROCEDURE	INTERACTION
Homework (Optional)			

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ENGLISH PREPARATORY PROGRAM
"PEER OBSERVATION FORM"

INSTRUCTOR (OBSERVER)	
INSTRUCTOR (OBSERVEE)	
SESSION	
LEVEL	
DATE	
TIME	
CLASSROOM	

Instructor's Signature (Observer):

Instructor's Signature (Observee):

CPD Coordinator's Signature:

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ENGLISH PREPARATORY PROGRAM
"PEER OBSERVATION CHECKLIST"

Teacher	*Check*	*Notes*
started the lesson with some casual talks, warm-ups, humour, etc. to prepare the ideal learning setting.		
reviewed the subject/s taught previously.		
shared the objectives of the lesson clearly at the very start of the lesson.		
provided the students with an outline for the class session.		
directed the lesson in a smooth, sequenced, and logical way.		
offered a great variety in the activities and interaction types during the lesson.		

took into account the students' different learning styles.		
enabled the students to personalize the knowledge and skills they gained.		
provided class activities that have a perceived purpose and a clear outcome.		
presented the lesson at the students' level of comprehension.		
had sufficient variety and change of pace to sustain the students' interest.		
used the board and instructional technology to support the learning process.		
asked questions to monitor student understanding.		
gave the students sufficient time to respond to the questions asked.		

dealt with errors systematically and effectively.		
got the students to self-correct their own mistakes.		
gave clear instructions and checked whether they were understood or not.		
set time limits for the activities.		
managed class time effectively.		
called the students by name.		
divided his/her attention equally among the students.		
encouraged and assured full student participation in class.		
had a good sense of humor and used humor as part of his/her teaching methods.		

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played different roles at different stages of the lesson such as facilitator, co-communicator, motivator, assessor, counselor, etc.		
had a good rapport with the students.		
limited teacher talking time to maximize student talking time.		
had audible voice, appropriate tone and tempo, clear pronunciation.		
utilized non-verbal language effectively.		
had good strategies for dealing with inappropriate student behavior.		
showed very professional classroom presence and manner.		
summarized the main points of the class session towards the end of the lesson.		

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ENGLISH PREPARATORY PROGRAM
"IN-HOUSE WORKSHOP FORM"

INSTRUCTOR	
THEME	
DATE	
TIME	
DURATION	
VENUE	
PARTICIPANTS	

Instructor's Signature   *CPD Coordinator's Signature*

APPENDIX

ELT BOOKS PROVIDED BY ICU LIBRARY FOR

2019 – 2020 ACADEMIC YEAR

Uncovering EAP: Teaching Academic Writing and Reading	Sam McCarter& Phil Jakes
Blended Learning: Using Technology in and Beyond the Language Classroom	Pete Sharma, Barney Barrett
Teaching by Principles: An Interactive Approach to Language Pedagogy	H. Douglas Brown
Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom	Tessa Woodward
What Great Teachers Do Differently: Seventeen Things That Matter Most	Todd Whitaker
Language Learner Strategies: 30 years of Research and Practice	Andrew Cohen, Ernesto Macaro
Language Teaching Awareness: A Guide to Exploring Beliefs and Practices	Jerry G. Gebhard, Robert Oprandy
Course Design: Developing Programs and Materials for Language Learning	Fraida Dubin, Elite Olshtain
Language Test Construction and Evaluation	J. Charles Alderson, Caroline Clapham, Dianne Wall
Language Testing in Practice: Designing and Developing Useful Language Tests	Lyle F. Bachman, Adrian S. Palmer
Language Assessment: Principles and Classroom Practices	H. Douglas Brown, Priyanvada Abeywickrama
Psychology for Language Teachers: A Social	Marion Williams, Robert L. Burden,

Constructivist Approach	Williams Marion
How Languages Are Learned	Patsy Lightbown, Nina Spada
Testing for Language Teachers	Arthur Hughes
Self-Directed Teacher: Managing the Learning Process	David Nunan, Clarice Lamb
Success in English Teaching	Paul Davies, Eric Pearse
The Practice of English Language Teaching	Jeremy Harmer
Teaching and Learning in the Language Classroom	Tricia Hedge
The Struggle to Teach English as an International Language	Adrian Holliday
Teaching Language: From Grammar to Grammaring	Diane Larsen-Freeman, Paul (Paul Dummet) Dummet
Materials and Methods in ELT: A Teacher's Guide	Jo McDonough, Christopher Shaw, Hitomi Masuhara
Methodology in Language Teaching: An Anthology of Current Practice	Jack C. Richards
How to Teach Grammar	Scott Thornbury
How to Teach Writing	Jeremy Harmer
How to Teach Vocabulary	Jeremy Harmer, Jeremy Harmer
Learning Teaching: The Essential Guide to English Language Teaching [With DVD]	Jim Scrivener
Explorations in Language Acquisition and Use	Stephen D Krashen
Designing Language Courses: A Guide for Teachers	Kathleen Graves
Learning New Languages: A Guide to Second Language Acquisition	Tom Scovel
The Lexical Approach: The State of ELT and a Way Forward	Michael Lewis
Learning About Language Assessment	Kathleen M. Bailey, Andy Curtis

From Experience to Knowledge in ELT	Julian Edge, Sue Garton
Practical Techniques: For Language Teaching	Michael Lewis (Author), Jimmie Hill (Author)
Pursuing Professional Development: The Self as Source	Kathleen M. Bailey, Andy Curtis, David Nunan, Andy Curtis
Language Teaching Methodology	David Nunan
Approaches and Methods in Language Teaching	Jack C. Richards, Theodore S. Rodgers

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APPENDIX 9

ELT BOOKS PROVIDED BY ICU LIBRARY FOR

2019 – 2020 ACADEMIC YEAR

Classroom Dynamics	Jill Hadfield
Assessing Reading	Charles Alderson
Beginning to Write	Arthur Brookes
Learning and Teaching English: A Course for Teachers	Cora Lindsay
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