

From Applying Theory to Theorising Practice: building small-t theories in Greek ELT

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1. The Applied Science model of professional development

- The main component of teacher education is a thorough grounding in linguistic & pedagogical theory.
- Limited & limiting view of professional development:
 - Spatial and temporal divide between "theory" and "practice"
 - Tension between researchers and teachers
 - Disempowered teachers

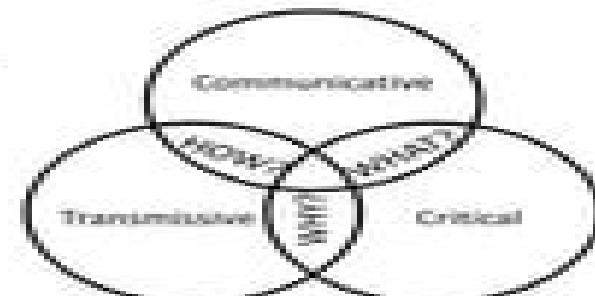
2. Theorising practice:

- Differences between "Theory" and "theory":

Theory	theory
General	Personal
Abstract	Substantiated
Top-down	Bottom-up

3. Conceptual framework:

- a. Transmissive Pedagogy:
Encompasses grammar-transduction, audio-lingualism etc.
Common ground: accuracy, fluency, grammar, testing
- b. Communicative Pedagogy:
Encompasses CLT, Task Based Learning etc.
Common ground: communicative competencies, learning groups, global, direct teaching, methods
- c. Critical Pedagogy
Encompasses critical and eclectic approaches
Common ground: awareness of (political) content, principled eclecticism



4. Building a small-theory, an epimythium:

- Primary ELT resources
- Starting point: teacher-generated problematisation text (cover text)
- "Points of tension":
 - Content (What?)
 - Media (How?)
 - Ends (Why?)

Teaching English Through Principled Practice

John Wrightson

Teaching English Through Principled Practice:

Teaching English Through Principled Practice Peter Smagorinsky,2002 For undergraduate or graduate courses in Methods of Teaching Secondary School English Language Arts Written in a conversational style that easily engages readers this topical text focuses on the design of integrated instructional units that include goals materials assessments daily lessons and activities Unit designs are presented in the context of broader issues in which the settings of teaching affect the way people learn to think about teaching English Unlike competing texts that only provide general coverage of unit design the highlight of this text is its emphasis on procedures for designing instructional units in 4 6 weeks Goodreads

English Language Teaching - Principles and Practice Saraswati,2004 This is a textbook which looks at the practice of ELT from an Indian perspective It has a training oriented approach and can be used as a manual by teacher trainers students at the undergraduate and graduate levels in B Ed and allied programmes Principles Of Teaching English S Venkateswaran,1995 This book is prepared in accordance with the syllabi of English Language Teaching Mythology Courses in B Ed Degree TCH and training courses in DIETs all over India It has been designed to provide a detailed account of the past and current trends in the teaching of English as a second language

Principles and Practices for Teaching English as an International Language Lubna Alsagoff,Sandra Lee Mckay,Guangwei Hu,Willy A. Renandya,2012-04-23 This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries

Burnin' Daylight Ryan J. Dippre,2024-08-15 Rooted in contemporary understandings of social action informed by up to date research on writing program administration and attentive to the needs of value driven decision making Burnin Daylight enables writing program administrators WPAs to shape writing programs that help people create the lives they envision This book guides WPAs through the rough terrain of running a writing program during a period of sustained social and economic upheaval and through the process of making their programs more principle driven and sustainable along the way WPAs face a range of challenges on a regular basis organizing class schedules leading professional learning events conducting program assessments responding to student needs meeting with deans and provosts and more Additionally WPAs need to learn about and direct their programs strategically when considering the kind of program they currently have the sort of program they envision and how they can transition from one to another Burnin Daylight acts as a roadmap for IRB approved research and provides WPAs specifically new and returning WPAs with a detailed yet flexible plan for understanding the inner workings of a writing program and how to develop a future trajectory for it Burnin Daylight is for writing program administrators of all experience levels and other administrators interested in taking a principled practices approach to their work

The Discourse of Character Education Peter Smagorinsky,Joel Taxel,2005-05-06 In this book Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States both

historically and in the current character education movement that began in earnest in the 1990s. The goal is to uncover the ideological nature of different conceptions of character education. The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years, most recently in what are known as the Culture Wars. The intense, often passionate debates about morality, culture, and values carried out by politicians, religious groups, social policy foundations, and a wide range of political commentators and citizens in which the various stakeholders have sought influence over a wide range of social and economic issues including education. The centerpiece is a discourse analysis of proposals funded by the United States Department of Education's Office of Educational Research and Improvement (OERI). Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals. One profile reflects the dominant perspective promoted in the U.S. based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction. The other reflects the well-established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality rather than didactic instruction in morality is the primary instructional approach. By focusing on these two distinct regions and their conceptions of character, the authors situate the character education movement at the turn of the twenty-first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization. This enlightening volume is relevant to scholars, practitioners, policymakers, and students across the field of education, particularly those involved in character education, moral development, discourse analysis, history, and cultural foundations of education, and related fields and to the wider public interested in character education.

Community Fieldwork in Teacher Education Heidi L. Hallman, Melanie Burdick, 2015-04-10. In teacher education, field work in community-based spaces including foster homes and programs for homeless youth is frequently contrasted with traditional field experiences in classroom settings where beginning teachers are immediately introduced to teacher-centered models of instruction. This volume works against such a model, presenting a counter narrative of new teachers' understanding of the act of teaching. By exploring their work with at-risk youth in community-based sites, the authors uncover how non-traditional spaces for teaching and learning have the potential to open new doors for reimagining the teaching act and teacher identity. This volume examines how prospective teachers have used writing within unconventional spaces as catalysts for considering what it means to become a teacher as well as how the work of teaching can be conceptualized. It unites the practical aspects of field work and with theoretical conceptions of teaching and envisions how the work and the definition of teaching can be broadened.

Designing Tasks in Secondary Education Ian Thompson, 2014-09-19. Engaging students in learning about their subject is a central concern for all teachers and teacher educators. How teachers view and use the pedagogic potential

of different tasks to engage pupils with knowledge in different subjects is central to this endeavour Designing Tasks in Secondary Education explores models for effective task design helping you translate the curriculum into the tasks and activities that you ask your students to do in order to facilitate developmental or higher level understanding of curriculum content Written by experts in the field of education from a range of subjects and including a foreword written by renowned author Professor Walter Doyle this book spans an international context and offers a refreshing alternative of how to plan and design tasks that will not only intellectually stimulate but improve teaching quality Key topics explored include Designing tasks which engage learners with knowledge Policy perspectives on task design Designing cognitively demanding classroom tasks Task design issues in the secondary subjects Designing Tasks in Secondary Education offers essential insight into task design and its importance for enhancing subject understanding and student engagement It will challenge and support all education professionals concerned with issues of curriculum design subject knowledge classroom organisation agency in the learning process and teaching quality

Principles of Education Practically Applied J. M. Greenwood,1888 The Principles and Practice of Common-school Education James Currie,1872 **The Study of Languages Brought Back to Its**

True Principles Claude Marcel,1873 **Strategies for Teaching English Learners** Lynne Diaz-Rico,2012-03-13 Referred to by readers as the greatest language book I have every read and touted as the best overview of basic principles and strategies for English language teaching this widely used guide is a one stop introduction to teaching English to speakers of other languages A highly praised passionately written overview of basic principles practices and methods for educating English learners this much used guide covers such topics as multi level methods for differentiated instruction Common Core standards teaching of content vocabulary and computer mediated instruction It s designed to maximize teachers effectiveness in three major areas 1 expanding English learners access to the core curriculum 2 instructing all students with a rich and demanding curriculum and 3 making crosscultural connections through teaching practices and curricular content and to work at many levels simultaneously A breakthrough in language teaching and learning this thought provoking text includes coverage of second language acquisition issues and techniques as well as attention to such controversial topics as the influence of culture on schooling the cultural practices of schooling and the sociopolitical context of education

Lectures on the Principles and Practice of Physic Sir Thomas Watson,1871 **Proceedings of the Annual Meeting - National Education Association of the United States** National Education Association of the United States,1895 *Teaching English as an International Language* Peter Strevens,1980 **The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.),1898 **Journal of Proceedings and Addresses of the ... Annual Meeting Held at ...** National Educational Association (U.S.),1898 The Principles [of] Agricultural Practice as an Instructional Subject John Wrightson,1889 **The Principles and Practice of Surgery** John Ashhurst,1885 **New York School Journal** ,1895

This book delves into Teaching English Through Principled Practice. Teaching English Through Principled Practice is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Teaching English Through Principled Practice, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

- Chapter 1: Introduction to Teaching English Through Principled Practice
- Chapter 2: Essential Elements of Teaching English Through Principled Practice
- Chapter 3: Teaching English Through Principled Practice in Everyday Life
- Chapter 4: Teaching English Through Principled Practice in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, this book will provide an overview of Teaching English Through Principled Practice. This chapter will explore what Teaching English Through Principled Practice is, why Teaching English Through Principled Practice is vital, and how to effectively learn about Teaching English Through Principled Practice.

3. In chapter 2, the author will delve into the foundational concepts of Teaching English Through Principled Practice. This chapter will elucidate the essential principles that need to be understood to grasp Teaching English Through Principled Practice in its entirety.

4. In chapter 3, the author will examine the practical applications of Teaching English Through Principled Practice in daily life. This chapter will showcase real-world examples of how Teaching English Through Principled Practice can be effectively utilized in everyday scenarios.

5. In chapter 4, the author will scrutinize the relevance of Teaching English Through Principled Practice in specific contexts. This chapter will explore how Teaching English Through Principled Practice is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, the author will draw a conclusion about Teaching English Through Principled Practice. The final chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Teaching English Through Principled Practice.

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