

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 linguistics & pedagogical theory.
- ✓ Limited & limiting view of professional development:
 - Spatial and temporal divide between 'theory' and 'practice'
 - Tension between researchers and teachers
 - Disempowered teachers

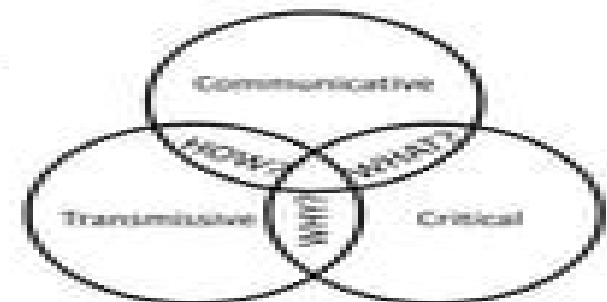
2. Theorising practice

- ✓ Differences between 'Theory' and 'theory':

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

- ✓ Conceptual framework:

- Transmissive Pedagogy**
Encompasses grammar-translation, audiolingualism etc.
Common ground: accuracy ethos, grammar, testing
- Communicative Pedagogy**
Encompasses CLT, Task Based Learning etc.
Common ground: communicative competence, learning group ideal, direct teaching methods
- Critical Pedagogy**
Encompasses critical and eclectic approaches
Common ground: awareness of (political) context, principled eclecticism



3. Building a small-theory: an example

- ✓ Primary ELT coursebooks
- ✓ Starting point: teacher-generated problematisation text (overleaf)
- ✓ 'Points of tension':
 - Content (What?)
 - Media (How?)
 - Ends (Why?)

Teaching English Through Principled Practice

Marcel A. Müller



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 **Principles**

and Practices of Teaching English as an International Language Aya Matsuda, 2012-03-16 This book critically examines current ELT practices vis vis the use of English as an international lingua franca It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language EIL and presents diverse approaches for preparing competent users of English in international contexts Part 1 examines how the linguistic and functional varieties of English today complicate ELT and suggests ways to address them effectively in an English language classroom Part 2 showcases English courses and programs that are specifically based on the EIL perspective illustrating how the issues addressed in Part 1 are realized in a real context This section also presents a collection of EIL pedagogical ideas that have been developed and used successfully by English teachers across the world 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 *Principles and Practices for Teaching English as an International Language* Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, 2012-04-23 What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles 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 inner circle English speaking countries It provides comprehensive coverage of topics traditionally included in second language methodology courses such as the teaching of oral skills and grammar as well as newer fields such as corpora in language teaching and multimodality features balanced treatment of theory and practice and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices Designed for pre service and in service teachers of English around the world *Principles and Practices for Teaching English as an International Language* fills a critical need in the field

Principles and Practices of Teaching English as an International Language Aya Matsuda, 2012 This book critically examines current ELT practices vis vis the use of English as an international lingua franca It bridges the gap between

theoretical discussion and the practical concerns of teaching English as an international language and presents diverse approaches for preparing competent users of English in international contexts

A Practical Guide to Teaching English in the Secondary School Annabel Watson, Ruth G Newman, 2021-11-29 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers

Principled Practices for Adolescent Literacy Elizabeth G. Sturtevant, Fenice B. Boyd, William G. Brozo, Kathleen A. Hinchman, David W. Moore, Donna E. Alvermann, 2016-02-11 This book presents an evidence based framework for understanding the literacy needs of adolescents The premise is that educators and other critical stakeholders need to understand evidence based principles in order to develop effective curriculum to meet the needs of diverse learners Recommendations are provided for middle and secondary education professional development teacher education research and policy At the center of the book are Eight Guiding Principles developed by the authors through a process that included an extensive review of research and policy literature in literacy and related fields a comparison of National Standards documents and visits to the classrooms of 28 middle and high school teachers across the United States The Principles are broad enough to encompass a variety of contexts and student needs yet specific enough to offer real support to those involved in program development or policy decisions They provide an overarching structure that districts and teachers can use to develop site specific curriculum that is both research based and designed to meet the needs of the learners for whom they are responsible Important Text Features Organized to help readers understand empirically supported principles of practice that can be used to address literacy concerns in today s schools each chapter that addresses one of the eight Principles follows a similar format The Principle is presented along with a brief explanation of the research base and a sample of national standards that support it One or more case examples spanning a wide variety of disciplines grade levels and local conditions provide an in depth look at the Principle in action A well known adolescent literacy expert offers a response to each case example giving readers an informed view of the importance of the Principle how it is enacted in the

cases and examples of other work related to the Principle Discussion questions are provided that can be used for individual reflection or group discussion Principled Practices for Adolescent Literacy is intended as a text for pre service and in service upper elementary middle and high school literacy methods courses and graduate courses related to adolescent literacy and as a resource for school district personnel policymakers and parents

Digital Literacies Victoria Carrington, Muriel Robinson, 2009-06-17 Facebook blogs texts computer games instant messages The ways in which we make meanings and engage with each other are changing Are you a student teacher trying to get to grips with these new digital technologies Would you like to find ways to make use of them in your classroom Digital technologies are an everyday part of life for students and Understanding Digital Literacies explores the ways in which they can be used in schools Carrington and Robinson provide an insight into the research on digital technologies stressing its relevance for schools and suggest ways to develop new more relevant pedagogies particularly for social learning literacy and literate practices With a practical focus the examples and issues explored in this book will help you to analyse your own practice and to carry out your own small scale research projects Explaining the theoretical issues and demonstrating their practical implementation this topical book will be an essential resource to new student teachers on undergraduate and PGCE courses and those returning to postgraduate study

Learning from Scant Beginnings John V. Knapp, 2008 Using the teaching of John Milton as a case study this book describes how a university English professor teaches an undergraduate course over a semester Employing a situated learning model the author describes the details of literary learning and student development

Reading Diversity through Canadian Picture Books Ingrid Johnston, Joyce Bainbridge, 2014-01-31 What is the value of picture books in educating a diverse society This collection of original essays explores how preservice teachers from faculties of education across Canada engage with issues of diversity and national identity as represented in children s picture books Based on research drawn from education courses and student teaching experiences the book illustrates new and culturally relevant approaches to curricula that meet the needs of increasingly diverse student bodies The volume focuses on picture books as a central body of texts drawing on recent reading theory and exploring the implications of bringing the works into school classrooms Together the essays offer a unique cross Canada perspective on how picture books can help students and teachers explore identities uncover personal and national histories and locate a sense of place

Unveiling the Power of Verbal Art: An Psychological Sojourn through **Teaching English Through Principled Practice**

In a world inundated with screens and the cacophony of instant interaction, the profound energy and psychological resonance of verbal beauty frequently fade into obscurity, eclipsed by the continuous barrage of sound and distractions. However, located within the lyrical pages of **Teaching English Through Principled Practice**, a captivating perform of literary splendor that pulses with organic emotions, lies an unique journey waiting to be embarked upon. Penned by way of a virtuoso wordsmith, this exciting opus instructions readers on a psychological odyssey, delicately exposing the latent potential and profound affect stuck within the complex internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is central themes, dissect their interesting writing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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Table of Contents Teaching English Through Principled Practice

1. Understanding the eBook Teaching English Through Principled Practice
 - The Rise of Digital Reading Teaching English Through Principled Practice
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching English Through Principled Practice
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching English Through Principled Practice
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching English Through Principled Practice
 - Personalized Recommendations

- Teaching English Through Principled Practice User Reviews and Ratings
- Teaching English Through Principled Practice and Bestseller Lists
- 5. Accessing Teaching English Through Principled Practice Free and Paid eBooks
 - Teaching English Through Principled Practice Public Domain eBooks
 - Teaching English Through Principled Practice eBook Subscription Services
 - Teaching English Through Principled Practice Budget-Friendly Options
- 6. Navigating Teaching English Through Principled Practice eBook Formats
 - ePub, PDF, MOBI, and More
 - Teaching English Through Principled Practice Compatibility with Devices
 - Teaching English Through Principled Practice Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching English Through Principled Practice
 - Highlighting and Note-Taking Teaching English Through Principled Practice
 - Interactive Elements Teaching English Through Principled Practice
- 8. Staying Engaged with Teaching English Through Principled Practice
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching English Through Principled Practice
- 9. Balancing eBooks and Physical Books Teaching English Through Principled Practice
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching English Through Principled Practice
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching English Through Principled Practice
 - Setting Reading Goals Teaching English Through Principled Practice
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching English Through Principled Practice
 - Fact-Checking eBook Content of Teaching English Through Principled Practice

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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