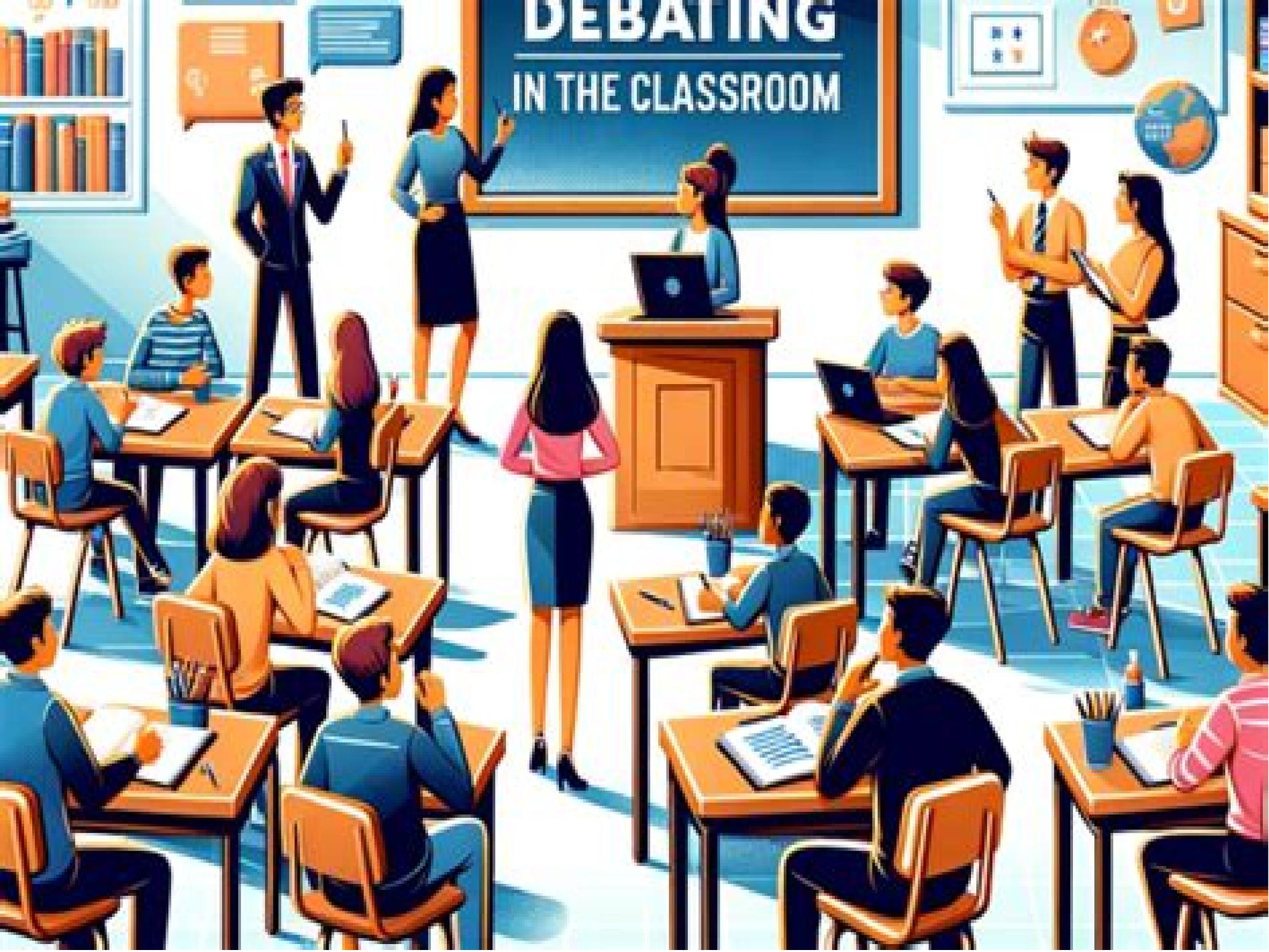# DEBATING
IN THE CLASSROOM

Teaching English Through Debate In Classroom Contexts

Donald McIntyre

Teaching English Through Debate In Classroom Contexts:

Understanding Language Classroom Contexts Martin Wedell,Angi Malderez,2013-04-11 Arguably the whole point of education is to effect change in what people know and are able to do Globalization has contributed to a common perception worldwide of the need to introduce changes to the teaching and learning of languages The success of many attempts to do so has been limited by insufficient consideration of implementation contexts Understanding Language Classroom Contexts explores and illustrates how what happens in any language classroom is influenced by and can be an influence on the contexts in which it is situated A clear understanding of these influences is thus the starting point for planning effective change The book considers many visible and invisible features of the multiple layers of any context and provides a framework for understanding the types of factors that may influence whether changes planned by a teacher or externally initiated are likely to be successful The book will help teachers and educational managers or change planners outside the classroom to understand why their classrooms are as they are and so to make informed decisions about what can or cannot or not easily be changed and suggests how any changes might be appropriately managed **Debates in Primary Education** Virginia Bower,2020-10-19 This powerful text encourages both pre service and established teachers as well as teacher educators to engage with contemporary debates in primary education Promoting a critical approach the chapters explore a wide range of key themes including the importance of values in primary education and the imperative for a curriculum which embraces the whole range of available subjects At the same time the chapters are underpinned by a belief that children should be at the heart of all the decisions we make and that primary education should inspire a love of learning for life The book aims to support practitioners to make informed judgements and feel confident to argue their point of view with deeper theoretical knowledge and understanding thus increasing teacher agency and confidence in responding to complex educational and social dilemmas such as literacy levels and rising mental health concerns Chapters encompass both the macro aspects of primary education and more specialised debates on key topics such as reading mathematics languages early years education and the use of technology With annotated further reading and reflective questions this key text is essential reading for all those wanting to develop a better understanding of the issues that shape their practice including student teachers at both undergraduate and postgraduate level practising teachers engaged in continuing professional development and teacher educators *Soft CLIL and English Language Teaching* Makoto Ikeda,Shinichi Izumi,Yoshinori Watanabe,Richard Pinner,Matthew Davis,2021-08-24 Content and Language Integrated Learning CLIL is a transformative and powerful approach to language education and has had a significant impact on educational pedagogy in recent years Despite burgeoning literature on the efficacy and implementation of CLIL there remains a gap between CLIL and English Language Teaching ELT Many practitioners wonder how they can do CLIL if their main classes are focused on English as a Foreign Language EFL This volume addresses these concerns by examining the experiences of various CLIL practitioners in the EFL

context of Japan Chapters outline the CLIL methodology the differences in hard CLIL subject led and soft CLIL language oriented before focusing on the EFL interpretations of soft CLIL Although the distinction of hard CLIL and soft CLIL has been mentioned in several publications this is the first book length exploration of this issue featuring chapters examining expectations challenges material support implementation and even motivation in CLIL classrooms All of this culminates in a review of the potential and future of CLIL in EFL contexts paving the way for more widespread and well informed implementation of CLIL all over the world **Understanding Interaction in the Second Language Classroom Context** Noriko Iwashita,Phung Dao,Mai Xuan Nhat Chi Nguyen,2025-03-07 This book provides an overview and analysis of the role that classroom interaction plays in instructed second language acquisition The authors synthesise current state of the art research on how classroom interaction benefits L2 learning through the lens of three theoretical perspectives cognitive interactionist with a focus on how conversational interaction may promote L2 processing and learning sociocultural which assumes that cognitive advances are located within social interaction and language socialisation which examines how learners position themselves and are positioned in social interaction and how they establish their membership in the target language community They go on to critically examine how findings from this research can be applied to classroom practice in diverse L2 settings they then provide pedagogical implications and suggested teaching activities to support L2 teachers and teacher educators in harnessing the benefits of classroom interaction for L2 learning *Debates in Second Language Education* Ernesto Macaro,Robert Woore,2021-11-29 Debates in Second Language Education provides an up to date account of the key debates and areas of controversy in the field of second language learning and teaching Adopting a broad and comparative perspective and emphasising the importance of considering a variety of learning contexts it encourages students and practising teachers to engage with contemporary issues and developments in learning and teaching Chapters are designed to stimulate thinking and understanding in relation to theory and practice and help language educators to make informed judgements by arguing from a position based on theoretical knowledge and understanding Bringing together leading contributors in the field the book discusses a wide range of issues relating to second language learning and teaching including the relationship between age and success in language learning aptitude versus motivation as predictors of successful language learning linguistic diversity and plurilingualism the teaching of grammar and vocabulary the value of phonics learning pronunciation the second language only versus the multilingual debate With reflective points in every chapter Debates in Second Language Education will be a valuable resource for any student or practising teacher as well as for those engaged in initial teacher education continuing professional development or Master s level study It will also be of interest to second language acquisition researchers and those studying applied linguistics English Language Learning in the Asian Context 2nd Edn Paul Robertson,2005 Contemporary Task-Based Language Teaching in Asia Michael Thomas,Hayo Reinders,2015-02-26 Over the last decade task based approaches to language learning and teaching TBLT have

become a global focus of increased levels of research Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result This book focuses on Asia where this shift has been particularly in evidence TBLT has often been implemented in top down approaches to curriculum development which presents a huge range of challenges at the cultural as well as the pedagogic level Contemporary Task Based Language Teaching in Asia looks at the drivers stakeholders and obstacles across the region Some countries have adapted TBLT to deal with the local constraints others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts This collection is important to all involved in language development from curriculum reform to materials development It assists from programme evaluation to the setting of assessment standards The chapters cover all aspects of language education across Asia from primary to tertiary private and public education as well as innovations at local regional and national levels

Perceptions and Difficulties of Students in Large EFL Classes Yirgalem Girma,2023-03-17 Seminar paper from the year 2023 in the subject Pedagogy General grade 3 81 language English abstract This study was aimed at assessing students perceptions of large EFL class in terms of the instructional psychological and social aspects and perceived challenges The study adopted the descriptive research approach Two preparatory schools were selected owing to their convenience and the serious situational constraints in teaching large EFL large classes Ethiopia The data were collected using likert scale questionnaires and semi structured interviews Eight randomly selected EFL teachers filed open ended and close ended questionnaire Out of 1545 155 students were selected using simple random sampling technique Ten students were voluntarily selected and interviewed The quantitative data were analyzed through descriptive statistics but qualitative data gathered via interview were analyzed descriptively The findings showed that most participants had clear picture of the situational challenges and benefits of EFL large class The majority of the respondents perceived the instructional and psychological aspects negatively but the social aspects favorably The EFL teachers and most students perceived that learning in EFL large class affects English learning outcomes and large EFL class matters beyond quality of instructions The perceived difficulties of large EFL class were lack of continuous assessment getting immediate feedback to students avoidance of writing and speaking focusing on usage low active involvement less students learning lack of rapport no use of teaching aids teachers failure active learning and motivational strategies lack of motivation concentration confidence and student teacher interaction The constraints can be alleviated using effective instructional strategies class size reduction and training competent and potential EFL teachers and working flexibly and cooperatively with students **A short study on how debate can be a useful tool in helping junior high school students improve second language acquisition** Gerry Mclellan,2018-09-17 Essay from the year 2018 in the subject Didactics for the subject English Pedagogy Literature Studies language English abstract Debate is an important and worthwhile way by which to engage students in real language

communication It differs from other forms of classroom communicative activities in that it affords students opportunities to think critically and interact spontaneously to real time questions posed by their peers While other activities such as role playing pair and group work and time spent on preparing for presentations are also beneficial to language acquisition it is my belief that debate better allows students to voice their opinions in English and to listen to and engage in the opinions of their classmates This is so because in order to win a debate students have to persuade their peers of the validity of their opinions which are ideally supported with factual evidence and demonstrate more convincing dialogue than that of the opposing team To that end this paper will explain in detail the steps adopted at one junior high school to ensure that all students are able to participate fully in a classroom debate and subsequent discussion A survey was conducted among a group of 162 third year junior high school students to ascertain their views on debate The findings of the survey will be analyzed and the procedure of the debate will be discussed   **The Journal of English Language Teaching (India).** ,2003   **Concise Encyclopedia of Applied Linguistics** Margie Berns,2010-03-20 Concise Encyclopedia of Applied Linguistics formalizes organizes and analyzes the relation of knowledge about language to decision making in practice It synthesizes research in psycholinguistics educational linguistics and sociolinguistics freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field Authored and compiled by leaders in their various specialties and collated and extensively re edited from the award winning Encyclopedia of Language and Linguistics Second Edition this collection will be an ideal one stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 articles by leaders in the field Compact and affordable single volume format   *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts* Carlos J. Ovando,Mary Carol Combs,Virginia P. Collier,2006 Demographic predictions are that students with close connections to their bilingual bicultural heritages now labeled language minority students by the federal government will be very large in number in the near future becoming the majority in many states over the next three decades The authors feel it is the responsibility of all educators not just specialists to prepare themselves to work with language minority students This time tested classic text not an edited volume integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues The text integrates the fields of ESL bilingual and multicultural education and provides rich examples of effective practices and their underlying research knowledge base and provides an extremely clear and balanced overview of research on teaching in multilingual and multicultural contexts   **Teaching by Principles** H. Douglas Brown,1994 ESL EFL teachers and trainees will welcome this methodology text which considers all practical classroom techniques and activities in terms of solid foundation stones of research on second language acquisition Readers develop an overall approach to language teaching from which their classroom practices can emerge The text has user friendly readable prose interactive end of chapter exercises for discussion and action and end of chapter recommendations for further reading

Social Contexts of Early Development and Education Robert Stuart Reifel,1995   **Teacher Education Research in a New Context** Donald McIntyre,1997-05-28 A major strength of the book is its clear and explicit focus upon research into this newly created context for teacher education where the processes of teaching learning and course management are successfully tackled from within a research perspective The book is impressive in its practical application of a variety of research methodologies to the task of exploring a number of significant research questions which have emerged from the new situation created by the transition to school based ITE A recommended read therefore for all those concerned with interested in or involved in current developments in school based ITE and the research associated with it British Journal of Educational Studies   Linguistics and Language Behavior Abstracts ,2008-02   **Handbook of Research on Teaching the English Language Arts** James Flood,1991 Research in the area of language arts education has changed dramatically over the past two decades The Handbook of Research on Teaching the English Language Arts is the first comprehensive definitive guide to what we know about language arts teachers the processes involved in learning the language arts and language arts instruction The articles are organized into five sections Theoretical Bases for English Language Arts Teaching Methods of Research on English Language Arts Teaching Research on Language Learners Environments for English Language Arts Teaching Research on Teaching Specific Aspects of the English Language Arts Curriculum   Teaching English as a Second Language Shirley O'Neill,Annabelle Gish,2008-07-17 Teaching English as a Second Language is written specifically for the needs of teacher education students and offers practical guidance to encourage quality teaching of children whose first language is other than English It provides early childhood and primary teachers in training with an overview of the learning theories relevant to TESOL and ESL teaching practice   **Rediscovering the Democratic Purposes of Education** Lorraine McDonnell,P. Michael Timpane,Roger W. Benjamin,2000 Why do America s public schools seem unable to meet today s social challenges As competing interest groups vie over issues like funding and curricula we seem to have lost sight of the democratic purposes originally intended for public education Public schools were envisioned by the Founders as democratically run institutions for instilling civic values but today s education system seems more concerned with producing good employees than good citizens Meanwhile our country s diversity has eroded consensus about citizenship and the professionalization of educators has diminished public involvement in schools This volume seeks to demonstrate that the democratic purposes of education are not outmoded ideas but can continue to be driving forces in public education Nine original articles by some of today s leading education theorists cut a broad swath across the political spectrum to examine how those democratic purposes might be redefined and revived It both establishes the intellectual foundation for revitalizing American schools and offers concrete ideas for how the educational process can be made more democratic The authors make a case for better empirical research about the politics of education in order to both reconnect schools to their communities and help educators instill citizenship An initial series of articles reexamines the original premise of American education as

articulated by important thinkers like Jefferson and Dewey A second group identifies flaws in how schools are currently governed and offers models for change A final section analyzes the value conflicts posed by the twin strands of democratic socialization and governance and their implications for education policy Spanning philosophy history sociology and political science this book brings together the best current thinking about the specifics of education policy vouchers charter schools national testing and about the role of deliberation in a democracy It offers a cogent alternative to the exchange paradigm and shows how much more needs to be understood about an issue so vital to America s future **Effective Teaching and Learning** Paul Cooper,Donald McIntyre,1996 Examines how teachers and students actually go about their classroom business This work offers a look at how teachers are responding to the National Curriculum an insight into secondary school students as learners and an analysis of teaching and learning strategies drawing on the psychological theories of Bruner and Vygotsky

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Table of Contents Teaching English Through Debate In Classroom Contexts

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