

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

Achilleas Kostoulas, [achilleas@kostoulas.com](mailto:achilleas@kostoulas.com)

### 1. The Applied Science model of professional development

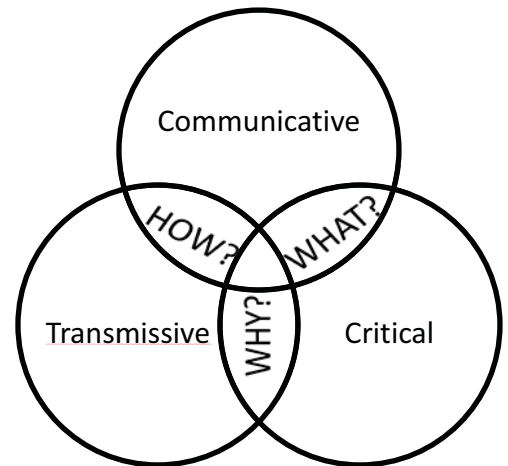
- ✓ The main component of teacher education is a thorough grounding in linguistics & pedagogical theory.
- ✓ Limited & limiting view of professional development:
  - Spatial and temporal divide between ‘theory’ and ‘practice’
  - Tension between researchers and teachers
  - Disempowered teachers

### 2. Theorising practice

- ✓ Differences between ‘Theory’ and ‘theory’:

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

- ✓ Conceptual framework:
  - a. Transmissive Pedagogy  
Encompasses grammar-translation, audiolingualism etc.  
Common ground: accuracy ethos, grammar, testing
  - b. Communicative Pedagogy  
Encompasses CLT, Task Based Learning etc.  
Common ground: communicative competence, learning group ideal, direct teaching methods
  - c. 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?)

This presentation can be viewed at <http://www.slideshare.net/AchilleasKostoulas/presentations>