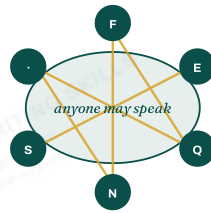


02 Round Table

A natural, collaborative discussion in which anyone may contribute. Optional roles support the talk, but no one controls the speaking turns.

SEATING & SPEECH FLOW



tator · E Evidence checker · Q Questioner · N Note-taker · S Summarizer

● Student (optional role) — open cross-talk

TEACHER INVOLVEMENT

Moderate — observes, intervenes only when talk stalls.

BEST EAP USES

- Brainstorming essay ideas
- Exploring perspectives
- Arguments & counterarguments
- Planning group presentations
- Discussing research findings

PREPARATION

Provide two short sources — Source A argues writing courses improve success; Source B argues mandatory courses may waste advanced writers' time. Students annotate:

- Main claim
- Supporting evidence
- Limitation
- Useful quotation or statistic

1

Form groups of 4–6

Around a table or in a small circle.

2

Assign optional roles

Facilitator, evidence checker, questioner, note-taker, summarizer — roles support, not control.

3

Present the question

"Should writing courses be compulsory, optional, or based on placement results?"

4

Review notes — 5 min

Each student identifies one argument, one counterargument, one source-based example.

5

Open discussion

Refer to sources, invite quieter students, build on comments, no interrupting.

6

Halfway challenge

"Funding is limited — only half of first-years can take the course. What should the university do?"

7

Reach a recommendation

The group writes a 2–3 sentence policy recommendation.

LANGUAGE FRAMES

"Building on Sara's point, ____." · "The evidence in Source B suggests that ____."

"Could you explain what you mean by ____?" · "Another possible interpretation is ____."

TEACHER'S ROLE

- Observes participation
- Checks whether students use evidence
- Intervenes only when the discussion stalls
- Notes examples of strong academic language
- Gives feedback on collaboration and argument development

DEBRIEF QUESTIONS

- ? Did the conversation develop naturally?
- ? Did some students dominate?
- ? How often did students refer to sources?
- ? Did the final recommendation reflect multiple viewpoints?

The Round Table structure was formalized as a cooperative learning structure by Dr. Spencer Kagan.

Design & EAP adaptation by Anita J. Ghajar-Selim with Claude AI help · © 2026 Transformative Writing Skills, LLC · transformativewritingskills.com · t.me/transformativewritingskills