



University of Essex

ELT Centre

Teacher Training in EAP

Professional Interest Meeting of the British
Association of Lecturers in English for
Academic Purposes



Wivenhoe House: Conference Centre
University of Essex
20th November 2004

Teacher Training in EAP
Professional Interest Meeting of the British Association of Lecturers in English for Academic Purposes
Wivenhoe House Conference Centre, University of Essex, 20th November 2004

PROGRAMME

9:30 – 10:00	COFFEE / TEA AND REGISTRATION	
10:00 – 10:25	PIM Welcome Introduction and overview, Sandra Cardew , Reynolds Room	
10:30 – 11:15	<i>Running a TEAP course in China</i> Claire Walsh , University of Hertfordshire Reynolds Room	<i>An Overview of the University of Essex Teaching English for Academic Purposes Module of the MA TEFL</i> Ann Walker , Essex University Paget Room
11:15 – 11:45	COFFEE / TEA BREAK	
11:45 – 12:30	<i>Finding a focus for the times</i> Mary Scott , Institute of Education, London Wetherall Room	<i>Under the influence?</i> <i>The implications of IELTS for teacher training in EAP</i> Dr Tony Green , Cambridge ESOL Reynolds Room
12:30 – 1:30	LUNCH	
1:30 – 2:15	<i>Meeting the challenge of EAP teacher development: advanced training in teaching English for Academic Purposes</i> Olwyn Alexander , Herriott Watt University Paget Room	<i>The short introductory course as a training option for teachers of EAP</i> Desmond Thomas and Claire Laubier , SOAS Paget Room
2:15 – 2:30	COFFEE / TEA BREAK	
2:30 - 3:15	<i>Teachers' perceived preparedness for discipline-specific</i> EAP Ruby Macksoud Wetherall Room	<i>Perfect Match? Meeting EAP teachers' needs and expectations in training</i> Alex Ding, Martha Jones and Julie King , Nottingham University Reynolds Room
3:15 – 4:30	<i>BALEAP role in teacher training for EAP</i> PIM Discussion led by Andy Gillett , Reynolds Room	
4:30 onwards	DRINKS	

ABSTRACTS

(in chronological order)

♦ ***Running a TEAP course in China***
Teacher Training in EAP for an Overseas Franchise: a true account with photos.

Claire Walsh, University of Hertfordshire

This talk is intended to provide a straightforward overview of the presenter's experiences working on an eight-week teacher training programme this summer in Fuzhou, Fujian Province, China. The course was designed as preparation for teaching English on a British Foundation degree programme implemented in a Chinese University. Participants were Chinese nationals of varying levels of experience. The course covered training in general mainstream ELT, found on most conventional certificate programmes, coupled with a later focus on EAP.

♦ ***An Overview of the University of Essex Teaching English for Academic Purposes Module of the MA TEFL (run jointly by the Department of Language and Linguistics and the English Language Teaching Centre)***

Ann Walker, Essex University

This paper will first set the Teaching English for Academic Purposes Module of the MA TEFL within the historical background of Teaching English for Specific Purposes at the University of Essex. It will then describe the background to the TEAP module; discuss a number of questions that were addressed during the planning stages; look at the aims, objectives, content and approaches of the module together with the assessment criteria. The paper will conclude by looking at issues arising from the Module, discuss proposals for changes and make a brief reference to research-related issues.

♦ ***Finding a focus for the times***

Mary Scott, Institute of Education, London

The following comment was made at a recent departmental meeting: 'Good practice needs good theory'. In this talk I consider what that might mean for teachers of EAP. It is my aim to generate a debate based on controversy. To that end I suggest that much of the theory that informs EAP needs to be replaced by perspectives from outside EAP. Looking to the United States in particular, I argue that the changing contexts of higher education in the UK require theory that accommodates certain new perspectives on language, learning and literacy.

◆ *Under the influence? The implications of IELTS for teacher training in EAP*

Dr Tony Green, Cambridge ESOL

EAP teachers preparing students for entry to higher education may also need to equip them to pass gate-keeping tests such as IELTS. Entry to universities may depend on achieving the right score on IELTS, but, once there, academic success often requires additional knowledge or skills. Inevitably there will be a tension for some teachers in working towards both goals and trainees would benefit from guidance in how best to balance or integrate them.

This presentation will report on qualitative and quantitative research into the relationship between IELTS preparation and EAP instruction. Research will be reported involving surveys and interviews with EAP teachers and learners as well as direct classroom observation at a variety of institutions in the UK and elsewhere. The extent of the overlap between test demands and learner needs as understood in the EAP field, will be discussed together with the implications for classroom practices. Evidence for the effectiveness of test preparation strategies will also be considered.

The implications of the findings for teaching and course provision will be discussed with attention being given to how teacher training for EAP might include the issue of test preparation that is not at the expense of effective learning.

◆ *The short introductory course as a training option for teachers of EAP*

Desmond Thomas and Claire Laubier, SOAS

In this presentation we will examine the potential role of short intensive training courses for EAP teachers. Using participant and tutor feedback from a recent 2-week course at SOAS, the aim is to consider whether there is a need for an alternative to specialist EAP Diploma courses, MA schemes and MA modules.

The advantages of short intensive courses for participants seem to be:

1. They appear to meet some of the needs of already experienced and qualified teachers who are unable or unwilling to commit themselves to a longer course.
2. They can provide an environment in which academic lessons can be observed and taught.
3. They can provide the opportunity to see how an academic curriculum works in practice.

However, it can also be argued that the time constraints of a short intensive course could result in participants gaining only the most superficial understanding of a complex subject area. We welcome discussion on how intensive courses could mitigate this, how participants could be encouraged to prepare themselves effectively before the course begins, and how they could be helped to connect the course experience with their regular teaching.

◆ *Meeting the challenge of EAP teacher development: advanced training in teaching English for Academic Purposes*

Olwyn Alexander, Heriott Watt University

The Heriot Watt EAP teacher development course has been running for three years. It is an intensive, one week course for teachers new to EAP and for teachers who wish to reflect on their EAP practice. In this presentation we will examine the following questions:

- A. *What perceptions about EAP do the participants have initially and how do these perceptions change as a result of the course?*
- B. *In what ways do participants feel the course affected their subsequent classroom practice?*

Data consisted of participants' comments recorded throughout the course and course leaders' observations during discussion and workshops. In addition, a follow-up survey was conducted to elicit participants' views of their subsequent classroom practice.

The course was generally found to be effective in changing participants' perceptions of some key areas of EAP practice - for example the view that EAP texts are difficult and demotivating. The survey indicated that the course also had many beneficial effects on subsequent classroom practice, including analysis of students' writing problems, teaching reading strategies and making EAP more fun.

◆ *Perfect Match? Meeting EAP teachers' needs and expectations in training*

Alex Ding, Martha Jones and Julie King, Nottingham University

English is now well established as the core language for the dissemination of academic knowledge and communication around the globe and, as a result, English language proficiency is a key contributor to the success of overseas students. One response to this has been rapid development in the field of teaching English for Academic Purposes and the establishment of programmes preparing students for study in English-medium settings. This has led to a situation where both the demand for EAP teachers has outstripped supply, and where many teachers' first experience of EAP is a short induction course before commencing teaching on a three, two or one month Pre-sessionals programme.

The aim of this paper is to examine and challenge our own assumptions about the training needs of EAP teachers and to determine how far these needs are being met through our current Pre-sessionals induction programme and through the four new EAP modules we have designed to be offered in 2005 as part of the MA in ELT. In order to find out first-hand the differing needs and expectations of teachers, we carried out six semi-structured interviews with fifty temporary EAP staff who were teaching on our summer Pre-sessionals courses, several of whom had not taught EAP before.

We report on the outcomes of these interviews and how they reveal the concerns of EAP teachers to be focused much more on the wider university context and less so on the day-to-day teaching. We also discuss the feasibility of meeting the needs and expectations expressed by these tutors through training.

♦ *Teachers' perceived preparedness for discipline-specific EAP*

Ruby Macksoud, Puerto Rico

A question of significant debate in English for academic purposes (EAP) instruction has been whether teachers of general EAP are equipped to teach discipline-specific EAP. A conspicuous gap in the debate has been the voice of teachers themselves regarding how well-prepared they feel in this teaching context.

This presentation describes an investigation of teachers' feelings of preparedness to teach discipline-specific EAP. Qualitative and quantitative data were collected through interviews and questionnaires from teachers of discipline-specific university EAP in Canada and the UK. Analysis of these data indicated that in general the teachers felt sufficiently prepared to teach discipline-specific EAP, although with constraints. They felt prepared in a combination of ways, as the teachers reported drawing on various sources when teaching (e.g., their teacher training; their personal characteristics). However, the teachers also identified a number of elements of discipline-specific EAP with which they had had difficulty. These findings and their implications for theory and practice in EAP teacher education will be discussed in further detail.

♦ *The Transition from EFL Teacher to EAP Teacher*

Anne Pallant, The University of Reading

The transition from being an effective EFL teacher to being an effective EAP teacher is one that can make heavy demands on the teacher over a short period of time.

This paper examines some of the stages involved in this transition. It focuses on how, until recently, it occurred through Teacher Development, in that the teacher was expected to adapt to teaching EAP material with very little input from course managers. As EAP teaching has become more widespread, the need for more explicit teacher support has become more apparent: the effect even of a limited amount of input can affect the quality of EAP classroom teaching. The paper will look at the core competences required in EAP teaching and how these may differ from those in TEFL. It will conclude that a combination of both Teacher Development and specific EAP Teacher Training should occur for maximum effectiveness.

◆ *Update on first PIM 2001 talk*

Lynne Errey, Oxford Brooke University (Lynne is not able to attend, but she kindly sent us her abstract)

The MA Applied Linguistics curriculum even with its solid core of EAP focus modules appears to have satisfied the needs of students from a wide variety of national backgrounds, teaching experience and future professional needs. This has been reflected in the range of dissertations covered. Examples are:

- analysis of reading strategies and reading beliefs of pre-sessional students;
- occluded cultural content in the discourse of university lectures;
- an argument for literary texts being used to further EAP reading strategies;
- feedback cycles using blended learning in teaching academic writing skills;
- critical discourse analysis of reading texts for Arabic students;
- cross-cultural attitudes to learning of African students in UK HE;
- a contrastive study of Chinese and British compliment responses and Chinese face.

In evaluations, students appear to have seen as strong points on the programme not only the usual run of Applied Linguistics content related to the psycho- and socio-linguistics and the pedagogy of EAP, but also a stronger emphasis on discourse analysis and the teaching of academic literacies, with methodological explorations of e-learning and blended learning. Students have been especially favourable towards opportunities to give and write conference papers and short articles along with members of staff related to some of these topics.

This year we revalidated for semesterisation and took this opportunity to implement a TEFL Q pathway through one of the options - on observed teaching practice - which allows participants to have a TEFLQ teaching diploma.

The future

It would appear that market forces at the university have obliged us to "dilute" the EAP component of the MA Applied Linguistics in a merger with the distance MA in ELT, and to offer a single MA in TESOL to be delivered on-line and face-to-face. In some ways this is seen as beneficial, in that there will be a number of named pathways or specialisations, of which the EAP strand may be one. It also allows students who are not sure about going the EAP route some opportunity to explore others. Unfortunately we will in the short term have to shelve the TEFLQ strand as we need to provide the same pathways both on and off-line, and we can not offer TEFLQ without face-to-face observation yet, the British Council not finding this acceptable. This may change in the future, as on-line and electronic observation becomes accepted. The change to TESOL will be interesting, although it is ironic that to date our current MA cohort is the one most keenly united on an EAP focus.

BALEAP
British Association of Lecturers in English for Academic Purposes
PIM at ESSEX University on
Saturday 20th November 2004

List of Participants

Olwyn Alexander	Heriott-Watt University
Barbara Atherton	Kingston University
Richard Bailey	Northumbria University
Kevin Balchin	Canterbury Christ Church University
Lynn Banbrook	Essex University
Susan Barwick	De Montfort University
Patrick Brook	Brighton University
Desmond Burton	Bangor University
Sandra Cardew	Essex University
Barbara Chamberlin	Brighton University
Anne Chatterton	Middlesex University
Alicia Cresswell	Newcastle University
Nilufer Demirkan-Jones	Essex University
Alex Ding	Nottingham University
Rob Drummond	Manchester University
Francis Eaves-Walton	Essex University
David Fisher	SOAS
Lynne Francis	Essex University
Debbie Garuck	Bangor University
Fiona Gilbert	Oxford Brookes University
Andy Gillett	BALEAP Chair
Janet Glennie Smith	Essex University
David Glover	Essex University
Tony Green	Cambridge ESOL Examinations
Lynne Hale	Middlesex University
Michael Hughes	Kent University
Carol Irvine	Glasgow University
Martha Jones	Nottingham University

Athena Kerley	Queen Mary, London University
Margaret Khidhayir	BALEAP honorary member
Julie King	Nottingham University
James Lambert	Leicester University
Gail Langley	London South Bank University
Claire Laubier	SOAS
Jenny Leonard	Hertfordshire University
Barbara Loveridge	Reading University
Ruby Macksoud	Puerto Rico/Birmingham University
Kevin McGrath	SOAS
Garry Maguire	Oxford Brookes University
David Oakey	Birmingham University
Anne Pallant	Reading University
Henrietta Pocock	Loughborough University
Andrew Preshous	Solihull College
Judith Roads	Middlesex University
Paul Roberts	Hertfordshire University
Judith Rossiter	Sheffield Hallam University
Diane Schmitt	Nottingham Trent University
Mary Scott	Institute of Education, London University
Andy Seymour	PIMs Coordinator
Stella Smyth	Leicester University
Sandra Stephenson	Essex University
John Straker	Exeter University
Penny Strange	Queen Mary, London University
Desmond Thomas	SOAS
Ann Walker	Essex University
Claire Walsh	Hertfordshire University
Nancy Wallace	Queen Mary, London University
Maggie Ward Goodbody	Bath University
Martin Williams	Essex University
Su Woodward	Bath University
Ruth Yorke	Manchester University

the campus

