An investigation into the attitudes and attributes that can support teachers in their transition from General English to English for Academic Purposes

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Abstract

With the need to staff increased numbers of pre-sessional courses (Jordan 2002:69; de Lotbinière , 2008; Alexander,2012:100) , the transition of General English teachers to an English for Academic Purposes context has been the subject of research in recent years (Alexander, 2012, Post, 2010; Alexander, 2007 cited in Alexander 2010; Krzanowski ,2001) . However, most of this past research has focused on challenges related to context, skills and knowledge 'deficit' in GE teachers, and less attention has been paid to the attitudes and attributes which could support transitioning teachers. This study seeks to investigate the attitudes and attributes which could support a GE teacher transitioning to EAP. Four small groups of respondents (GE teachers transitioning to EAP; Experienced EAP teachers with a GE background; Recruiters to pre-sessionals; and a Teaching EAP tutor) were interviewed or asked to respond to on-line surveys and the resulting data was analysed and coded. Results showed that tutors in possession of the relevant attitudes and attributes appeared to be highly-regarded by recruiters and TEAP tutors. Also, it was possible to identify those attitudes and attributes in the Experienced EAP tutor respondents. This suggests that teacher attitudes and attributes can play a significant part in supporting a transition from GE to EAP and that as such they warrant more attention than they appear to have received previously.

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Introduction

The increase in international students attending UK universities has resulted in an increase in demand for English for Academic Purposes (EAP) generally (Jordan 2002:69) and therefore a rise in the numbers of teachers required to staff EAP courses (de Lotbinière, 2008; Alexander, 2012:100). Since EAP has been informally described as well- paid, rewarding and has been identified as offering a diverse career structure (Wright (2012) there are teachers from a General English teaching background who decide to make the transition to a university-based EAP context (Sharpling 2002:86;Alexander 2009a; Alexander 2009b). That there are differences in the teaching of EAP and General English which could lead to difficulties for students and teachers (Alexander 2012; Alexander, Argent & Spencer 2008; Gillet n.d) has led to research being carried out to identify challenges for teachers in transition from GE to EAP (Post, 2010; Alexander, 2007 cited in Alexander 2010; Krzanowski, 2001) and training possibilities to alleviate them (Alexander, 2012).   In addition, Post (2010) notes and briefly describes 'coping strategies' she identified in her respondents transitioning to an EAP context.

So far, the investigations undertaken have mainly centred on what could be described as the skills and knowledge 'deficit' in those teachers moving from a GE to an EAP context. Yet, Sharpling (2002:87) suggests that focusing on the development of a 'professional disposition' in initial training for ELT might be of more importance than a concentration on knowledge only and describes how there are:

three necessary skills for EAP as outlined by Dudley-Evans and St John (1998: 42-46):co-operation, collaboration and team teaching. Collaborative and co-operative knowledge cannot in itself be gained from a fixed-term training course alone. Rather, it is dispositional, involving a genuine desire to

investigate the conceptual and discoursal framework of the subject students are studying, leading to 'a more systematic attempt to find out how a discipline works. (p.87)

 Also, that some strategies related to attitudes and attributes have been identified which appear to have supported the transition from one context to another seems to be significant (Post, 2010:68). This is particularly so since those 'coping strategies' mentioned include, amongst others: 'adopting the right attitude' (Post 2010:68). Since without the 'right attitude' it seems unlikely that a teacher would be able to manage to acquire new skills and knowledge, it appears that there is a gap in research into other attitudes and attributes which might support a GE teacher transitioning to EAP.

The purpose of this investigation is to focus on identifying the attitudes and attributes which could support the transition of an experienced General English teacher into an EAP context. It is hoped that the study will offer some degree of guidance to ELT professionals pursuing career development through a move into EAP and those supporting new EAP practitioners through a successful initial placement and possibly beyond.

The dissertation is divided into 4 chapters. Chapter 1 attempts to provide a brief overview of General English and EAP and moves on to consider what have been identified as the key differences between the two contexts. An overview of the challenges of GE teachers transitioning to EAP as stated in the literature is provided along with a focus on some of the attitudes and attributes which may support a move into EAP as stated in the literature.

Chapter 2 describes the practical research project undertaken including a focus on the methodology used. Chapter 3 summarises and discusses the findings from the data and Chapter 4 includes the conclusion to the study along with theoretical and pedagogical implications and an identification of the limitations of the research. Finally, there will be a discussion of future research possibilities.

Chapter 1

1.1 Introduction to the Literature Review

There has been little research undertaken into attitudes and attributes required of General English teachers moving into EAP. However, some studies have focused on the challenges, shocks and difficulties encountered by this group (Alexander, 2012; Post, 2010; Alexander, 2007; and Krzanowski, 2001) and they will form a significant focus of this chapter. The scarcity of texts specifically related to this area has necessitated research beyond the GE to EAP context to consider teacher beliefs, teacher efficacy and experiences of managing change in educational environments generally (Borg, 2006; Woods, 1996; Tschannen-Moran & Woolfolk Hoy, 2001; Guskey, 2002; Kubanyiova, 2006). The following literature review then presents, and to a degree discusses, the issues identified in these research studies which appear of most significance to the focus of this dissertation. An overview of the two contexts and of challenges for the target group in moving into EAP identified by earlier studies will be provided. This is followed by a literature informed discussion based initially around attitudes and attributes identified by one of Post's respondents (Post, 2010:70) as being a support to teachers changing from one teaching context to another. There is much outside of the focus on attitudes and attributes which is of interest and relevance in the literature but to which, unfortunately, for reasons of time and word limit, I am currently unable to make reference.

1.2 Definition of terms

1.2.1General English (GE)

General English in this study is taken to refer to the teaching of English as a Foreign Language, typically delivered in private language schools in the UK and overseas to students who may differ in their motivations for learning English and indeed may not have a specific reason for learning English other than to improve their skills in the language 'for wherever and whenever this might be useful for them.'(Harmer 2009:11). General English will tend to include classes built around published course books taking a communicative approach emphasizing speaking and listening (for an example of such a course book see: Cunningham & Redston, 2012). A particular feature of GE in the UK relates to courses

being 'Roll-On-Roll-Off 'in nature to allow maximum enrolments through the flexibility offered to the student. This means that teachers will be accommodating the entry of new students with diverse needs to an existing body of students often on a weekly basis[1].

1.2.2 English for Academic Purposes (EAP)

EAP is defined as 'the teaching of English with the specific aim of helping learners to study, conduct research and teach in that language' (Flowerdew &Peacock 2001:8).The context for delivery tends to be institutions of higher education but can also be private providers of language support; further education institutions; sixth-form colleges and private schools. As a field, it can be divided into two branches: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (Blue 1988 cited in Jordan (1997:4-5). ESAP refers to a more 'subject-specific English' requiring a focus on 'the language needed for a specific academic subject along with the 'disciplinary culture' and 'appropriate academic conventions'(Jordan, 1997:4-5). Whilst EGAP commonly involves a core study skills element (Jordan, 1997:4-5) which covers skills which are to a large extent transferrable across disciplines. This issue is significant since in past research some of the challenges identified in the transition of GE teachers to an EAP context are cited which relate much more to the ESAP than the EGAP context. In terms of delivery it can be prior to a student's course of study (pre-sessional) or run concurrently with the course of study (in-sessional). Each context, branch and period of delivery in relation to the main course of Undergraduate or Postgraduate study has specific requirements of a teacher (BALEAP 2008:6). This study is concerned primarily with EGAP as delivered through many (but not all) pre-sessional courses in UK universities. The main research studies to which reference is made in this review are pre-sessional EGAP or not specified.

1.2.3Attitude

In this study 'attitude' refers to an individual's 'way of thinking and behaving' (Collins, 2010). In the context of a GE teacher transitioning to EAP, I take this to relate to the approach they have to their role as an educator which informs the manner in which they manage the change. An example from this study is: willingness to identify and access support. Attitudes can be altered in the correct circumstances.

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[1] for an example see : http://www.bellenglish.com/Courses/Englishcoursesforadults/73537/Intensive-English/2012-09-09/

1.2.4 Attribute

Attribute refers to: 'A quality or feature regarded as a characteristic or inherent part of someone or something.'(OUP, 2012) These features also inform approaches to teaching and the management of change. The definition for 'graduate attributes' (Nicol, 2010) provides some clarification of this term. These 'attributes' refer to a set of 'qualities, skills and understandings' developed as a result of satisfactorily completing a course of study and suggest 'graduateness'. (Napier University n.d)

1.2.5 The use of the term 'attitudes and attributes' in this paper

There is an inherent degree of overlap in some cases between the terms 'attitude' and 'attribute' described above and so it is not proposed that this study should detail the specific differences since they are commonly used together to identify individually defined attitudes, attributes and those features which include an element of overlap. I feel, for the purposes of this study, both attitudes and attributes can be 'gained' and 'changed'. Whether one is based on a way of thinking and the other is more intrinsic is not intended to fall within the scope of this paper.

1.2.6 Experienced General English Teacher

This refers to a teacher who has had experience of teaching General English for 5 or more years post initial teacher training. This period of time is chosen since it is the degree of experience generally required to undertake a Diploma level qualification.

1.3 Qualifications for GE and EAP teachers

In an attempt to identify the skills, knowledge and attributes required by an effective teacher of EAP, a set of criteria which describe the expert EAP teacher has been produced in the form of the BALEAP Competency Framework for Teachers of EAP (BALEAP, 2008)(see Appendix 1). There are procedures in place currently to use the framework as a basis for the creation of a professional scheme to recognize and provide accreditation for EAP professionals through the TEAP Individual Accreditation Scheme (BALEAP 2012a). This set of competencies was developed through a series of working groups consisting of TEAP professionals and recognised experts in the field of EAP and has achieved some degree of

respect, acceptance and use on a wider level (BALEAP 2012b[2]) From the perspective of this study, the BALEAP Competency Framework for Teachers of EAP and Cambridge ESOL Delta (Appendix 2) provide a convenient list of skills, knowledge, and perhaps to a lesser extent, attitudes and attributes required of professionals in each context.

Both qualifications make reference to some of the attitudes and attributes which will be discussed in this paper and their inclusion in this 'benchmark' framework and syllabus highlights the importance of these factors, in spite of the apparent lack of research carried out into them.

1.4 Summaries of areas of difference between the teaching of GE and EAP as identified in the literature

A number of summaries have been written relating to what are felt to be the main differences in approach and focus between these two English language teaching contexts (Alexander, Argent & Spencer, 2008:3; Alexander, 2012; Gillet (n.d). These are based around the key areas of context (the syllabus; time available; importance of the language learning to the student); the people (student motivation; teacher profiles; student-teacher roles) and the teaching and learning context (language content; skills balance and content; materials choice; and materials exploitation (Alexander, et al 2008:3). Alexander (2012) identifies the different beliefs held by Communicative Language Teaching [3] and EAP teachers with regard to teaching lower level learners in particular. Whilst acknowledging much good practice from the respondents concerned it was noted that their beliefs differed from those of more experienced EAP practitioners in particular in 'the description of the language system within which they framed their talk and the approach to scaffolding student performance.' Alexander, 2012:105. Gillet notes one important difference in that learner needs are considered central to all provision of EAP and needs analyses are used to facilitate the meeting of those needs in the time available to support them (Gillet, n.d). From a teacher perspective, writers suggest a diverse range of skills and knowledge as being valuable to the teaching of EAP which in some cases differ from those required of a GE teacher (English Australia, 2009; Belcher, 2006, p.139 cited in Alexander 2012:100; BALEAP, 2008 (see Appendix 1).)[4] For the purposes of this paper, the identification of the fact that attitudes and

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[2] One pre-sessional recruiter who acted as an informant for this study explained how the BALEAP Competencies for Teachers of EAP helped inform decisions at the recruitment stage.

[3] Taken to be the same as GE

[4] These lists tend to combine the requirements for EGAP and ESAP courses and programmes so not all points are relevant to the specific context under discussion here.

attributes are assigned less attention than teaching skills and knowledge is the main aim of this section rather than a detailed analysis of the cited differences between the contexts. [5]

1.5 Significant factors identified in past research and studies

The aim of this section is to offer a general overview of the relevant research whilst acknowledging that some issues mentioned, whilst of importance, are outside the scope of this particular study and therefore will not be developed further here.

Research has already been undertaken into the transitional experiences of GE teachers moving into pre-sessional positions for the first time but the focus was on challenges identified in that change (Post, 2010).   In order for those challenges to be identified, respondents were required to contribute comments to a blog under selected headings corresponding to the BALEAP Competency Framework for Teachers of EAP (2008). Through analysis of those comments, Post (2010:76) identified the following challenges experienced by novice EAP teachers:

personal insecurities, mastery of EAP materials, inadequate knowledge of subject areas, balancing teacher input and student independence, teaching lower level students, and teaching critical thinking.

The components of the list are mainly linked to the teaching skills and knowledge required by teachers transitioning to EAP rather than attitudes and attributes which may aid a move from GE to EAP. However, she identified: drawing on recent experiences of being a student; dialogue with peers; and 'adopting the right attitude' (Post, 2010:68) as being 'coping strategies and techniques for new teachers' (Post, 2010:68). This research finding is central to this section of my paper and so warrants further discussion.

Post identified her own recent student experience as supporting a transition to EAP (Post 2010:69) from the perspective of having sympathy with the student in their experience. She also makes reference to the value of continuing in a student mode by working through materials to be used in class with a view to understanding them as a student and a teacher:

A new EAP teacher need not necessarily have been a recent student to teach EAP. However, in terms of

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[5] However, see this study: section 1.3 and associated appendices for framework and qualification including these factors.

having confidence in a new area, drawing on experience really helped (Post, 2010:69)

Respondents make reference to students being reassured by knowing that their teacher has 'been in their shoes-to-be' (Post, 2010:69) and mention drawing on their own university/student experiences 'constantly' to support their students. Whilst Post identifies this as a 'coping strategy' I identify it as an ability and willingness to make use of experience to enhance the learning of another. As such it could be categorized as an attitude or attribute.

In order to triangulate the results from her 'blog' data, Post interviewed EAP 'experts'. One of these made reference to 'adopting the right attitude' (Post, 2010:70) as being an important part in the successful transition of a teacher from GE to EAP noting the significance of:

Being able to make mistakes and say 'well I didn't do that very well and I won't do it that way again'. Not feeling that the world is going to fall down around you because you said that. Being open to experimentation in the class. You've got to have a lot of confidence to do that. You've got to be aware of what you don't know and be prepared to learn as you go along. (E2, lines 417-421) Post 2010:70-71

The reflections of this expert neatly summarise the significance of the focus on attitudes and attributes in teachers moving to EAP and identify several important factors. The confidence issues raised suggest a need for a teacher to have a good sense of teacher efficacy. The reference to being 'aware of what you don't know' implies the need for a reflective attitude and strong noticing abilities as a teacher (see this study: section 3.1.6 for further discussion). Being 'prepared to learn as you go along' could make reference to having a positive, independent attitude towards development (this study section 3.1.7) and an acceptance that some rapid change 'in situ' is necessary (this study: section 3.1.7). Of these attitudes and attributes, a strong sense of teacher efficacy; an attitude of reflection; and a positive, independent approach to development are discussed in more detail below.

1.5.1 A strong sense of teacher-efficacy

'Teacher-Efficacy' has been described as 'the teacher's belief in his or her capacity to organise and execute courses of action required to successfully accomplish a specific teaching task in a particular context.' (Tschannen-Moran, Woolfolk Hoy & Hoy 1998:233). Possession of a good sense of teacher efficacy is considered to enhance student achievement (ibid: 222-223) and, of particular relevance, have a positive impact on the degree of change possible in a teacher (Tschannen-Moran & Woolfolk Hoy, 2001:2). If a GE teacher has a strong sense of efficacy they 'are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students.' (ibid: 1) and the

assumption is that such a teacher will manage change more effectively in a new EAP context. To ensure the transfer of these efficacy beliefs from one context to another, there is a sense that apprenticeship and scaffolding support for teachers in transition should 'become the norm'. (ibid: 21). In summary, if a teacher begins their transition from GE to EAP with a well-formed sense of teacher efficacy (which does not get damaged in transition) the change should be easier and the outcome more successful. This attribute could be seen to be 'behind' the 'right attitudes' identified by Post's respondent (this study: 12) and is further identified as supporting the transition from GE to EAP by respondents to this study (section 3.1.5).

The results of a potentially weaker sense of teacher efficacy can be found in research cited by Alexander (2012) which suggests that the change to EAP can result in a sense of feeling 'deskilled' in those with significant GE experience (Ding, Jones & King, 2004 cited by Alexander 2012:100) and that such teachers then 'revert to pre-service status' (ibid) in relation to this specialist type of language teaching. (This experience of negative feelings in transition is supported by Krzanowski, 2001 whose respondents commented on experiencing: 'frustration and feeling of inadequacy'). For Alexander, the concern is for students experiencing poor quality instruction from teachers approaching their new EAP context with un-deconstructed language learning and teaching beliefs informing practice and attitudes (Alexander 2012:100). These research findings identify a teacher's attitude (beliefs) towards the learners in a new context as being fundamental to their success in the new context.

The focus on teacher beliefs is noteworthy since these 'include emotional and evaluative components and moral judgements' (Golombek & Johnson, 2004; Pajares, 1992 cited Alexander 2012:100) and so can be clearly linked to attitudes and attributes. Alexander's research appears to be highlighting these factors as central to supporting GE teachers transition to EAP and suggests that the potential difficulties associated with CLT beliefs undermining an EAP teaching context could be alleviated through training focusing on identification of beliefs in induction with possible follow-up observations (Alexander 2012:106-108).

 Connected to this area and of importance in assessing the effectiveness of Alexander's beliefs questionnaire (2012:109-110) are ideas associated with Teacher Cognition research. This is centred around 'understanding the beliefs, knowledge, and thoughts which underpin teachers' instructional practices' (Borg 2009:166)[6] . The area of teacher cognition and beliefs is complex and it is recommended that any research involving analysis of what teachers think requires careful handling (Borg, 2006; Woods, 1996). For example, research has suggested that teachers do not always teach in accordance with their stated beliefs (Collie Graden, 1996; Sato and Kleinsasser, 1999; Karavas-Doukas, 1996 all cited in Borg

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[6] Alexander cites Borg 2006 in relation to the methodology she chose when designing her research 2012:103)

2009:167; Kubaniyiova 2006), which could influence the effectiveness of Alexander's beliefs questionnaire and other awareness raising activities in teachers without prior EAP experience (see this study: 17 for research into a similar area). To minimize potential resultant difficulties, for her study, Alexander (2012) suggests that her reflective questionnaire could be used alongside observations to identify any possible mismatch between stated beliefs and actual practice (2012:108) which could in itself be valuable for a teacher new to an EAP teaching context.

1.5.2 Reflection and Reflexivity

Teachers 'being aware of what they don't know' is also highlighted by Post's expert (Post,2010: 70-71) and this can be interpreted as referring to the degree to which teachers are 'reflective' of what they do and why they do it or their potential to develop this tendency towards reflexivity (Borg, 2006; Sharpling, 2002; Woods, 1996). Sharpling (2002:88) cites Edwards' (1997:149) concept of the 'reflective practitioner' who is able to 'cope with and change uncertainty by interpreting and responding to the particularities and circumstances they find.' Teacher reflexivity is of significance since those who consider the reasons behind teaching decisions and can note strengths and weaknesses are believed to develop professionally through that reflection:

...teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students.(Richards, 1991:5)[7]
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 At the level of teacher standards and qualifications the higher level practical teaching qualification: Cambridge ESOL DELTA [8]emphasizes the importance of reflection in its syllabus and assessment criteria (Cambridge ESOL 2011:9) and BALEAP make reference to it in their Competency Framework for Teachers of EAP (2008). The inclusion of such in these syllabi and standards strongly suggests a reflective attitude is expected and valued within EAP. Certainly, writers indicate a need for teachers to be

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[7] See also Farrell (2008) for a summary of the place of reflective teaching in language educators.

[8] (acknowledged as being a Level 7 qualification for more experienced ELT professionals and frequently cited as a requirement for EAP positions)

aware of their beliefs and practices when teaching EAP to avoid negative repercussion for students (Alexander et al, 2008:5; Alexander 2012:10). Further support can be found in Richards,1998 cited by Sharpling, 2002:83 who describes how EAP teaching is not simply 'imparting skills' but requires a 'critical and reflective teacher' (2002:83). Alexander (2011a) refers to the concept of 'positive restlessness' (Kuh et al (2005) cited in Alexander, 2011a) whereby a teacher is constantly striving to improve beyond their current identified state, as being a requirement in an EAP teacher. It can be proposed that for a GE teacher to make a successful transition to EAP (or to be a successful teacher in any situation) requires the capacity and inclination to notice what you are capable of as a teacher and what is happening in a class so as to respond appropriately.

1.5.3 Training and development

A further issue raised by Post's EAP expert was the need for teachers is transition to be' prepared to learn as [they] go along' (Post, 2010: 70-1 cited by this study: 12). This comment could refer to a number of attitudes and attributes that could support a transitioning GE teacher. Firstly, the lack of formal input provided in some contexts and the concomitant emphasis on a teachers finding other routes to support and development. Secondly, there is a need for GE teachers moving to EAP to show a degree of professionalism and a commitment to continuous development due to the 'highly complex role' of an EAP teacher (Sharpling, 2002) and the need to respond to research in the field[9]. There is specific reference to this in the Competency Framework for Teachers of EAP (BALEAP 2008) in relation to keeping abreast of developments in the field and it is equally a feature of a teacher who is looking to improve and learn more about their area.

Exploring the reference to finding routes to support made above, Post's respondents identified being able to discuss with other colleagues as being 'helpful' and increasing their confidence (Post, 2010:68). Further research suggests that such peer support and 'on-the-job advice' (Tripp, 1997:5) could be valuable for teachers changing to a new context since it encourages teacher change through minimizing anxiety and fear of failure (Guskey 2002:308; Calderhead 1991and Johnson, KE: 1994; McCombs 1991; van den Berg 2002 cited in Kubanyiova 2006). It is also perceived by teachers 'as being more beneficial than ...input…' in terms of professional development (Hayes (2005) cited in Borg (2006:101). In summary, a 'cognitive apprenticeship' as outlined below by Atkinson, 1997 cited by Hockley 2000:118 could be of support to a teacher moving into a new context:

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[9] for a discussion of current issues in EAP, see: King, 2012b

Cognitive apprenticeship is based on the notion that all significant human activity is highly situated in real-world contexts—and that complex cognitive skills are therefore ultimately learned in high context ,inherently motivating situations in which the skills themselves are organically bound up with the activity being learned and its community of expert users (1997: 87). Hockley 2000:118

Along with acknowledging the role played by informal development though dialogue noted above, Post (2010) also feels that input/training in induction or in-service could help alleviate each of the challenges she identifies for GE teachers moving to EAP. There is some support for this emphasis on induction and other forms of formal training in other past research. Krzanowski (2001) in a study which sought response to the question: 'What was the biggest shock to you once you started teaching EAP?'[10] , identified amongst other factors, the lack of in-house development. (Krzanowski, 2001). Alexander (2012:108) too, in her research which identified beliefs inherent in 'CLT' (GE) and EAP teachers[11] focuses on exploring these beliefs in training during induction prior to a pre-sessional. However, this focus could be seen to be in contrast to the comments of Post's EAP Expert cited above which suggest a more informal and independent approach to development is valued. Of additional significance here is the fact that the method suggested by Alexander (2012) relating to the use of belief statements is similar to that used by Bandura (1986, 1997 cited in Tschannen-Moran, Woolfolk Hoy & Hoy,1998) for assessing teacher efficacy. In relation to teacher efficacy, it is noted that workshops developed to increase this factor had the desired positive effect but that when tested some weeks later, efficacy levels had reverted to their original rates (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998:236). It could be surmised that following a similar method for belief statements may be equally unsuccessful requiring significant follow-up.[12] Indeed based on data collected for this study, I argue that there could be an over-emphasis on

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[10] The impetus for this research was the issue of whether DELTA or Trinity Diploma qualifications are sufficient in preparing teachers for the role of EAP tutor or whether a further/separate qualification based specifically on TEAP is required.

[11] Alexander (2012) undertook a further study which included a focus on the influence of teacher beliefs formed in a 'CLT' context on subsequent teaching of EAP. This concentration on how teachers transitioning may approach their new context based on inherent attitudes towards context and learners is highly significant to this research focus. In terms of the methodological approach taken by Alexander, the teachers concerned were relatively new teachers in the EAP context but were experienced 'Communicative Language Teachers' (CLT). As part of the study, they were asked to pilot a new coursebook for lower level EAP learners and then respond to questions about their experiences in interviews with the researcher. The responses were used to inform 23 pairs of contrasting belief statements which indicated either 'barriers to or success factors for successful EAP teaching' (Alexander, 2012:99).

[12] Also of significance is the suggestion presented by Alexander (2012a) that the belief statements she describes form a part of a new EAP teacher's induction thereby raising the teacher's awareness and encouraging reflection (see also Post, 2010:73). The assumption that experienced, often DELTA qualified, GE teachers may need to be guided towards a consideration of their beliefs as teachers or may not have developed the practice of reflection in their teaching is potentially misrepresentative of, and

formal training in induction and workshops generally for GE teachers moving to EAP (see This Study: section 3.1.3). Sharpling could be seen to support this view when he suggests that the type of knowledge required of an EAP teacher 'takes considerable time to acquire' (2002:86). Research undertaken by Alexander (2007 cited in Alexander 2010) appears supportive of this view since in exploring the training routes to EAP available, she also identified that the more experienced EAP teachers felt it had taken a longer time for them to 'feel confident teaching EAP' than the less experienced (Alexander, 2007 cited Alexander, 2010). In the light of this data and informed opinion, it could be said that training courses alone may not create the finished version of an EAP teacher that institutions may seek. In summary, it might be that GE teachers transitioning to EAP would be supported in this change if they were comfortable with 'on-the-job' (Tripp, 1997:5) training and were able to take a proactive approach to finding the development they need from peers and reflection.

1.6 Other issues related to attitudes and attributes which may support a transitioning teacher.

1.6.1The notion of the novice as opposed to the expert teacher
Although not explicitly mentioned by Post's EAP expert, the notion of the novice as opposed to the expert teacher is of relevance to this discussion around attitudes and attributes. The ability and tendency to reflect, identify beliefs and adapt are of great value if one is to make a successful transition to a new teaching context and these characteristics are identified as features of 'expert' teachers (Richards & Farrell (2005:7; Tsui, 2003 cited in Borg, 2006). Tsui (2003) cited in Richards & Farrell (2005:7) lists nine characteristics of an expert teacher (see Appendix 3).

The GE teachers under investigation may have some 'expert' qualities in place. However, according to Alexander, due to the inherent differences between the teaching of CLT and EAP, there is the possibility that 'teachers effectively revert to pre-service status in terms of what language to teach and how best to teach it.' (Alexander, 2012:10) when in transition from GE to EAP. Similarly, Golembek and Johnson (2004) cited in Alexander (2011a) suggest that a teacher in a new context may 'perceive self as novice'.

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even condescending towards this group of teachers . The tendency to reflect is a characteristic associated with expert or

developing expert teachers in any field (Tsui, 2003) and many such expert practitioners work within ELT.

Similarly, Alexander 2012 cites Golombek & Johnson (2004) as making reference to such experiences resulting in the teacher tending to 'lose [their] expert frame of reference'.[13]

In summary, to successfully negotiate the issues raised above, the attitudes and attributes previously mentioned in this review (this study: 13-18) could prove helpful to a transitioning teacher.[14] In addition, teachers would be better able to manage a change with limited negative impact on their sense of teacher efficacy, were they in possession of 'expert' practitioner skills such as those identified by Tsui:

...the ability of the expert teachers to reinvest their mental resources to tackle problems which require them to work at the edge of competence or to push their boundaries enable them to develop skills in new areas, thereby increasing their expertise as teachers. Tsui, 2009:194

Chapter 2

2.1 The Practical Research Project

2.1.1 Introduction

From the outset, I have been interested in investigating the experiences of teachers who are moving or have moved into EAP from a GE context. My interest in this area has been prompted by my own transitional experience and also through noticing that some GE teachers find it difficult to secure a position in EAP despite significant GE experience. The literature I have studied, has focused to a great extent on *differences* between EAP and GE such that it appeared to me that much was made of the deficits inherent in a GE teacher and the 'challenges' they could face. I noted that teachers in my own institution

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[13] My own experience would support this view as I recall a sense of concern at not being sure I could 'put my own stamp on' my class in this new context. I needed to step back, reflect and reconsider before approaching the classes again. The temporary loss of 'an expert frame of reference' seems correct here and there was a sense in which I felt required to start on the construction of a new or adapted 'expert frame of reference'

[14] possession of a good enough sense of teacher-efficacy; a willingness to be proactive in finding support they require; and being reflective teachers

who were essentially experienced in teaching GE who then transferred into an EAP role, were given that opportunity only when they were deemed to be 'ready' for it. The 'readiness' for EAP was not always related to having had teaching experience in that context, so I was interested in finding out what being 'ready' to teach EAP meant.

I also had a sense that there might be an overemphasis of the difficulties caused by *content* of EAP to GE teachers transitioning to this context. EFL teachers often find themselves in situations where they may not have sufficient content knowledge.[15] Being in a context where the content is new is familiar to many ELT professionals. EAP is not the only context with content which requires a teacher to prepare in order to feel competent.

Being aware that teachers can master new content, then it may be surmised that content may not be the only or even the most important feature when it comes to teachers moving from one context to another successfully. Other features were needed in a teacher and they were most likely to be linked to attitudes and attributes. My aim then in undertaking this research was essentially to find out the extent to which this were the case and the possible effect of this data on interested parties within EAP and GE. This dissertation, set out to investigate the following research questions:

Are there attitudes and attributes which can support a teacher's transition from GE to EAP?

To what extent do attitudes and attributes support a teacher's transition from GE to EAP?

2.2 Research Aim

For the purposes of this research I wanted to focus on what people believed and experienced about the transition from GE to EAP with a view to identifying what factors support such a transition. The reasons for this choice have been outlined earlier (this study p.6; this study: section 2.1.1). The research was undertaken as it was important for me that respondents were given an opportunity to bring meaning to their own experiences if possible and identify issues of particular importance to them with as much honesty as possible. (Denzin and Lincoln (2005:3) cited Post 2010:31)

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[15] In my own career, I have taught Microsoft Excel (whilst being literally one step ahead of the students); prospective firefighters and police officers who needed to pass literacy and numeracy tests (I was described by a primary school teacher as having a 'mental block' when it came to numbers); methodology to teachers of young learners (when I had almost no experience myself); an IELTS preparation classes without having the faintest idea of what the test was or how it worked; and how to write a research report (when I had never done so myself). I have always received positive feedback about my teaching even in these content-new contexts.

2.3 Participants

2.3.1 Experienced EAP teachers from a GE background

I wanted to hear the reflections of teachers from a GE background who had made a 'successful' transition to EAP to establish what had helped them to manage the change and to encourage them to describe their experiences. I felt their positive outcome could provide insights for other GE teachers considering this move. This sense of assisting others across the divide and into a field often considered to offer more developmental opportunities and to be a career progression is a key aim of this dissertation.

2.3.2 GE teachers transitioning to EAP

GE teachers currently transitioning to EAP were selected as their beliefs and feelings as they entered EAP for the first time were extremely significant. I was hoping to find out their reasons for making the move; their attitudes towards the new position and areas they felt they may find challenging and how they intended to deal with challenge.

2.3.3 Recruiters of EAP teachers

Recruiters to EAP courses were selected and questioned with regard to the attitudes and attributes they looked for in an EAP teacher (specifically for pre-sessionals (PS)) and what would persuade them to reemploy teachers.

2.3.4 TEAP Training Provider

A TEAP Trainer was interviewed in order to clarify what type of teaching background was deemed suitable for this kind of training and what factors/features were noted as being supportive of a move into EAP generally and specifically in terms of GE teachers transitioning.

2.4 Methodology

An initial semi-structured interview was undertaken with a participant who was an experienced EAP teacher from a GE background. The participant's responses helped determine the most suitable questions. From that initial interview, I decided to base my research around the question: 'What factors can support an experienced General English teacher's successful transition into teaching English for Academic Purposes?' As further information was gathered and patterns emerged in answers, the research questions became more specifically focused on attitudes and attributes (see section above).

Time constraints around the context of the research being undertaken made the inclusion of a piloting process for each set of questions difficult. However, piloting of the questions for EAP tutors informed the final eight questions and a pilot questionnaire with 100% open questions and sections asking for description of experience was instructive. Feedback suggested that the pilot questionnaire was too time-consuming and required too demanding a level of reflection. As a result, the request for description of experience to exemplify responses was removed in all questionnaires.

I began my data collection with semi-structured interviews with three experienced EAP tutors from a GE background. Prior to the interview each respondent received the questions at least 24 hours in advance thereby allowing the participant a degree of control and also extending the' reflective process' slightly (Scott & Usher 1999:111). Interviews took place in a quiet space negotiated in advance and lasted for between 20 and 30 minutes.[16]. These first three interviews were undertaken in May 2012. The reason behind their being first was due to timing practicalities: all were about to move into the planning stage for PS and a 30 minute interview after May would have been difficult for them.

I had originally hoped for more respondents in the EAP tutor group but having been a leader on programmes to which potential respondents had contributed, made my approaching those individuals inappropriate and could have yielded 'self-conscious' responses. As a result, I limited the respondents in this group to 3.

 GE teachers transitioning to EAP were the second group approached. Once again the timing was due to the constraints of PS. Having decided to find respondents beginning work for the first time on the pre-sessional at my own workplace, I was not able to request their participation until they were in their induction period. My attempt to collect data from these individuals via semi-structured interview was disappointing. Having contacted individuals I realized that people did feel able to respond but they preferred a questionnaire. So a questionnaire was devised to replace the face-to-face interviews and BALEAP was approached to circulate the Survey Monkey questionnaire on their JISCMAIL list.

The TEAP tutor and Recruiter were interviewed following the same procedure as outlined above (this study p.22). Further recruiters were not available for interview since pre-sessionals were in progress but some generously responded to a questionnaire once more circulated by BALEAP via their JISCMAIL list (20.7.12).

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[16] All interviews were recorded with the permission of the respondent as per published ethical guidelines

All participants were given details of the study and their voluntary participation therein. They were given the opportunity to ask questions and indeed to withdraw at any time. Signed permission was sought so as to use the data in this study. All responses have been anonymised.

2.5 Instruments used

2.5.1 Semi-structured interviews

To inform my research, I chose to collect data through semi-structured interviews. I felt that the issues I wished to uncover would be more likely to emerge through conversation than through a written survey. I was able to complete several interviews with the four groups identified earlier (this study: 21-22).

Slightly different questions were used for each interview since the contexts varied (see Appendix 4-7)

2.5.2 Questionnaires

The following responses were received:

1. Experienced EAP teachers from a GE background-6 responses
2. GE teachers transitioning to EAP-5
3. Recruiters of EAP teachers-5 responses

There was a clear problem with the questionnaire for group 1 and 3. I sought to elicit responses from respondents which were self-determined as I felt this would be more meaningful. Also it was replacing a semi-structured interview and so I essentially chose the same questions but placed them in a questionnaire format. The theory here being that it is rather too easy to tick a box and that may not be the most honest and meaningful response. (Kagan 1990:427 cited in Borg (2006:185)

However, the open-ended nature of the questions required more time and consideration than many potential respondents were willing to give. As a result, I have a fairly small sample to work with.

Having realized the inherent difficulty with the open-ended questionnaire for groups 1 and 3 and since group 2 were likely to be engaged in their first pre-sessional at the time they received the survey, I chose to provide some multiple choice options for their questionnaire. I was also guided to produce multiple choice questions since I felt that the GE teachers in transition may not be able to articulate the areas of

challenge being less familiar with the discourse of EAP and as I result I may have been required to identify the area of challenge which would have involved my own bias. I chose areas which had been identified as being those in which GE teachers need support as identified by respondents to my questionnaire for recruiters to PS EAP.

2.5.3 Email correspondence
There was a third element to the research method: email follow-up discussion with the GE teacher transitioning to EAP for the first time. There were three separate email exchanges-

1. Described the respondent's experiences of the first 4 weeks.

 2. Described the respondent's experiences to week 6

3. Included the respondent's responses to questions raised by the researcher with regard to details in Email 2.

2.5.4Methods of Data Analysis
The recorded interview data was listened to in detail and in some cases transcribed in its entirety (sample-Appendix 8). All recordings are available in MP3 files and safely secured and all questionnaire responses are saved as files and hard copies. Since I was clear on the data of interest, I selected and transcribed those sections of relevance only. The data along with that from the questionnaires was then codified and collated into like themes of significance for this research.

Chapter 3

3.1Findings and Discussion
The following section considers the data collected from the interviews and questionnaires outlined above. The following attitudes and attributes will be explored: 'Adopting the right attitude' (Post 2010:70; this study: 12); Reasons behind the transition for the GE teacher (with specific reference to career development issues); Attitudes towards training and development; Attitudes relating to:

reflection/reflexivity; teacher efficacy; Readiness for EAP; continuous learning and professional curiosity; Personal qualities of successful EAP teachers

To ensure anonymity, participants in the research are not named but in some cases identified as: GE1-6 (GE teacher transitioning to EAP); EAP-T1-3 (EAP teachers from a GE background); R-1-6 (Recruiter respondents); TEAP (TEAP tutor respondent).

3.1.1 'Adopting the right attitude' (Post 2010:70; This Study: 12)
The need to adopt 'the right attitude' as identified by Post, 2010:70 when moving from GE to EAP is echoed by respondents GE1-5 who note the need to approach the new context with an open mind and an expectation that change may be required as indicated by this teacher's comment:

I'm not worried that I won't be able to do the job as I represented myself honestly at interview...but I also knew that I would need support AND (sic) also to put in a lot of work myself to develop. I expected my previous experience to be useful, but not sufficient...

Other elements related to the discussion of this factor in the literature review (this study: 12-18) are indicated below under separate headings.

3.1.2 Motivation behind the transition for the GE teacher

One additional theme related to attitudes in a GE teacher which may support their transition to EAP is related to the catalyst behind the move. EAP2 identifies the transition as offering 'an opportunity for yourself' suggesting good levels of internal motivation for making this change. Motivation is another area of teacher beliefs which are noteworthy in the overview of teachers managing change generally and moving from GE to EAP specifically. The requirement for a teacher to be motivated to make a change could be seen to be supported by Kubanyiova (2006) who comments on the importance of a teacher's internal motivation to change and Knowles, Holton III &Swanson (2005:160) making more general reference to adults in any learning environment needing internal as opposed to external motivation.

The vast majority of GE respondents (5 out of 6) when asked what had prompted them to teach on an EAP course cited professional development or career development and then the overwhelming reason for teachers making the transition from GE to EAP is identified as being a sense that they are ready to do so and relish the challenge as noted by this respondent:

..I would like to move into EAP more permanently at some point. Also the challenge of a new kind of teaching is good for me professionally, and I appreciate the relatively decent pay and conditions EAP offers.

Respondent GE1 identifies moving into EAP as a career development opportunity through which he wishes to challenge himself, leading to improvement in his teaching. Plus there is a sense for him professionally that it will 'open doors.'

The data suggests a developmental element to an experienced GE teacher's transition which in itself is positive in this context in as it indicates an attitude of continuing professional development in the individual which is of benefit in transitioning to a new context. This will be explored further below.

3.1.3 Attitudes towards training and development

Leading on from the points made above, though teachers may feel ready to make a transition to EAP, they are in many cases aware that change and support is required. Teachers' attitudes as to how this support should be provided are of significance to this paper. As noted previously in this study (p.16), Post 2010 suggests that most challenges identified for GE teachers in transition could be alleviated through training and support. This present research suggests this may not be an adequate response to the difficulties faced by GE teachers transitioning to PS EAP contexts. For example, recruiter respondent R1 is uncomfortable with the suggestion that teachers ought to be provided with intensive training to support the transition, commenting that expertise in EAP teaching,

… comes with years of experience and talking and thinking and reading and finding out. Not from a half-hour workshop on how to teach reading…

Transitioning respondents GE 1-6 indicated that they felt it to be their responsibility to develop themselves by selecting this response to a question relating to their expectations of themselves (See Appendix 8 Qu 8). This willingness to take responsibility for their own learning and development indicates that the degree of top-down training suggested by Post is unnecessary. When asked to identify the training they expected/hoped for, transitioning teachers training expectations and the EAP-T group are focused on the apprenticeship/informal mode identified in Atkinson (1997 cited by Hockley, 2000; this study: section 1.5.3) as seen in the comment by respondent GE1 who prior to his PS teaching, identified routes to support as being teachers he could 'approach and discuss … lessons with'. He also mentioned the importance of talking through lessons and experiences with colleagues:

…it's like anything, when it's new, you want to talk about it and share ideas and say: 'do you think it's the right way of going about it?'

This need was reiterated by GE teacher questionnaire respondents as the following comment in response to a question as to the form of training the teacher was expecting in their new role, exemplifies:

I would envisage a lot of informal support in staffrooms from more experienced teachers

Experienced teacher, EAP1 described support coming through speaking to more experienced teachers and finding it '*very reassuring'*. Whilst EAP 2 talks of a need for a senior tutor who is open and available when discussing the support which GE teachers transitioning to EAP might find helpful, this is in response to having experienced the benefits of such support himself

EAP 2: *It helped a lot to have people around you who were experienced and had a clear idea and were willing to pass on what they knew.*

Access to other teachers for exchange and dialogue forms a powerful form of teacher development and recruiters cite other teachers and the staffroom as being part of the support network they feel they 'provide'. These responses are typical of this approach:

 [We provide]Support via course director and experienced colleagues; atmosphere encouraging discussion and team-working...

I am always available (except when teaching) and I think, approachable. In addition the core of our teaching staff are teamworkers who are more than willing to help out a colleague. I make it clear from the outset that I appreciate questions...

Furthermore as noted previously (this study: 16) this informal teacher development has been cited as being supportive of teacher change in new educational contexts for a number of reasons. As such institutions could support teachers transitioning to EAP by making dialogue opportunities easier though organising newer EAP teachers to sit in close proximity to those with more experience and encouraging timetables which allow all teachers to be free at the same time. The informal but significant developmental role a more experienced colleague plays could be acknowledged through a slightly increased pay rate on a sessional basis and supported through direct input on the role of a mentor.

Respondent GE1 in response to a question as to why they had not undertaken any training prior to seeking an EAP position, noted their lack of confidence in what the new role would actually involve ('*I*

don't really know what it will be like'). He mentioned needing to experience the situation and then find support as and when needed:

I tend to just find myself in a situation and adapt and go from there.

Whilst the teachers acting as respondents for this study appear to take responsibility for their own development to an extent, Respondent R1 describes an attitude in a teacher wherein they expect to be trained rather than being willing to develop themselves, problematic from a recruitment/colleague perspective. This area will be further explored in relation to readiness for EAP.

3.1.4 Readiness for EAP
What makes an experienced GE teacher 'ready' to teach EAP was an initial motivation for undertaking this particular research. Respondents from each group surveyed or interviewed provided data on this theme.

With regards to GE teachers transitioning, the overwhelming reason for teachers making the transition from GE to EAP is identified as being a sense that they are ready to do so and relish the challenge (This study: section 3.1.2). This highlights the internal motivation for change and recognition that one as an individual feels ready to make this transition. Similarly, from the same group, respondent GE1 describes his sense that at this point in his career the transition will be manageable (having recently completed a DELTA course).

However, this internal motivation or sense of being ready is not sufficient according to the responses made by the interviewed recruiter. In this case, said respondent identified a difficulty in teachers being recruited for PS who '*shouldn't be made to feel they know what they are doing at that kind of level*.' For respondent R1:

EAP is something you move into when you are an established ELT or academic skills teacher or you've got the qualifications; you've got several years' teaching experience; you're confident in who you are and what you do. You're not reliant on teacher training and then you move into EAP.

So in short, there is an expectation from this respondent that the teacher should already be an independent possibly 'expert' practitioner of ELT. This is supported by respondents R2 who in response to the question related to the degree to which experienced GE teachers make a successful transition into EAP teaching noted:

Many do it well-DELTA plus exp[erience] lends itself very well to beginning a career in EAP

The need to be 'ready' though is further supported by respondent R6 who comments:

Short pre-sessionals do not allow GE teachers to both gain experience and teach students what they need to know.

This respondent feels the GE teacher needs to have a number of skills fully in place from the beginning of a pre-sessional to be 'ready'. This example along with those given before suggests 'readiness' is described in different terms by different individuals but this in itself may indicate that the teacher themselves feeling ready may not be enough since those in recruitment have specific views on this issue. That the teachers themselves feel confident that in making the transition they will be able to support students competently and effectively is always important however, and this issue will be explored further in relation to teacher efficacy.

3.1.5 Teacher efficacy

The significance of teacher efficacy is discussed in this study section 1.5.1. Respondents did not have questions relating to their degree of efficacy so interpretation was required. In relation to Respondents GE1-6 it is clear that at the pre-teaching stage these teachers are not feeling entirely 'deskilled' and instead exhibit signs of teachers with a good sense of teacher efficacy as they acknowledge that changes may be required to their teaching in a new context but are not concerned about it (see teacher comment section 3.1.1 in this study). GE1 Respondent GE-I, although not easily able to articulate the needs of an EAP teacher, seemed to be adopting a 'wait and see' attitude suggesting he had enough of a sense of teacher efficacy to believe he could adapt as and if necessary. However, it is significant that after 3 weeks of PS teaching this teacher's sense of teacher efficacy seemed very low:

By the end of the first week I still felt quite frustrated that I hadn't actually put my own stamp on the lessons. It felt as though I had forgotten how to teach and that I was only really 'teaching by numbers' i.e. just following the set exercises.

 This suggests that teacher efficacy may not transfer intact to new situations (Borg 2006). It may also indicate a possible lack of appreciation of the scale of differences between GE and EAP.

Respondents EAP1-3   make clear reference to realizing gaps and adapting to bridge them. The ability to notice and successfully adapt and then continue in their EAP teaching role suggests a strong sense of teacher efficacy as instanced in this quotation:

I remember when I was teaching presentations I thought I was doing an OK job but then I saw another groups' presentations and realized their delivery and preparation was much better. So I made sure I spoke to the teacher, thought about it, made changes and then approached presentations in a different

way next time. I wanted to make sure the students in my class were getting an equal or better experience to those of more experienced EAP teachers.

Recruiters make reference to a number of attitudes which could be seen to be related to teacher efficacy such as: 'someone who is able to find the correct balance between using their initiative and asking questions, I feel without a good sense of teacher efficacy, it would be difficult to achieve that balance.

3.1.6 Attitudes relating to: reflection/reflexivity

Recruiters also comment on the low re-employment prospects of a teacher who showed a 'lack of awareness of weak areas of knowledge.' This awareness of strengths and weaknesses and an ability and tendency to notice (reflexivity) is identified as being of support in a teacher transitioning from one context to another.

As discussed in the literature review (section 1.6.4.1) reflexivity in a teacher is indicative of an 'expert' (This study: section 1.6.1) and could be of support in moving to a new context. Unsurprisingly then, the TEAP tutor respondent makes reference to the ability to 'rationalize and reflect' on their teaching and learning and 'make sense of their experience' when outlining the qualities looked for in a suitable candidate for TEAP courses. Other respondents do not mention reflection or reflexivity directly so I have needed to identify this tendency within answers given (see limitations- section 4.3). The majority (5/6) of GE1-6 respondents were able to identify areas in which they felt their GE background may impact negatively and positively suggesting an awareness and ability to reflect-characteristics which would support their transition. Notably, respondent GE1 engaged in email communication which was in its entirety 'reflective'

'Noticing' is frequently the first step in the reflective learning process (Moon, 2000 cited by Tomkins 2009). Experienced EAP teachers highlighted 'noticing' in their responses: EAP1 linked noticing with being student centred:

...if you care about what a student is trying to do and needs to do, then you notice things..

Respondent R4 mentions the tendency for Delta qualified teachers to be 'reflective' and feel this aids the transition from GE to EAP:

...those who have done DELTA and have good language and discourse analysis skills do well as they tend to be reflective and have the basic analytical skills which enable them to learn in order to teach.

The clear reference from a recruiter and experienced EAP tutor intimates the value of being a 'reflective' teacher in supporting a transition from GE to EAP.[17] Furthermore, an attitude of reflexivity is bound closely to tendency towards building on one's knowledge and understanding as a teacher.

3.1.7 Continuous learning and professional curiosity

The Competency Framework for Teachers of EAP (BALEAP 2008) highlights the place of continuous learning   in relation to keeping abreast of developments in the field and it is equally a feature of a teacher who is looking to improve and learn more about their area. Responses given by respondents GE 1-5 suggest they are willing to take responsibility for their own learning and development, implying a self-sufficient attitude which will aid their transition from GE to EAP. Experienced teacher EAP2 describes an attitude of learning continuously and endeavouring to know more and fulfill professional duties more effectively which can be linked to Kuh's 'Positive Restlessness' (cited Alexander 2011a)

You've got to want to teach it as well as you can and be prepared to accept: I don't know anything so I'm going to try to learn as much as I can to be able to teach it as well as I can.

This issue is also of importance to recruiters. R5 identifies a '*keen interest in improving practice/learning more'* as being positive along with being willing to '*read around [the] area'*. A recent blog posting by an EAP practitioner and TEAP tutor identified this tendency for EAP to change in terms of approaches, thus offering support to this being an attitude of significance in transition (King, 2012b).

3.1.8 Personal qualities of successful EAP teachers

Much of the analysis and discussion preceding has focused on this area of personal qualities though not overtly. However, recruiter respondents were, directly asked to identify the factors a teacher would need to exhibit in order to be considered for further employment. Respondent R1 mentioned looking for individuals who are 'sensible' 'perceptive' and 'thoughtful' and someone:

who can express ideas clearly; who clearly thinks before they say something. Thinks about the question and answers it truthfully….If they are coming into EAP for the first time-why?-can they explain it clearly why?

Table 1: Summary table of responses from recruiters to pre-sessional courses to the question: Which factors would prompt you to offer a further contract of employment to a newly-employed EAP tutor? (Number of responses in brackets.)

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[17] See Ding, A (2012) for an interesting but critical analysis of reflection in the teaching profession

Teaching skills/knowledge related factors	Attitude and attribute related factors
Feedback from students and Course Leaders (2)	Good team member and good colleague (3)
Observation-excellent EAP classroom practice noted (3)	Someone who is creative (1)
A masters degree(1)	Willing to put in hours job demands (2)
	Flexible (1)
	Someone who is willing to find the correct balance between using their initiative and asking questions when not sure (2)
	Keen interest in improving practice/learning more (3)
	Willing to help peers learn (2)
	Awareness of weaknesses/reflective tendencies (2)
	Appreciates the skill of being concise and to the point (1)

Of significance in the data above is the ratio of responses related to teaching content, classroom skills and techniques as opposed to those which relate more to attitudes and attributes. Responses to the question showed a ratio of 2:9 in terms of teaching skills/knowledge required to attitude and attributes sought. Admittedly, numerous factors could be identified under the terms: 'feedback from students and course leaders' and 'excellent classroom practice' but nonetheless, it is significant that each attitude and attribute is individually identified in responses. This is the case even though 'attitudes and attributes' were not specifically required for this question. It suggests the prominence held by these factors in working in an EAP environment.

The TEAP tutor who acted as research respondent noted a number of specific attributes for this context: *'adaptability; open-minded (sic); having a sensitivity to academic convention or intellectual skills and personal qualities to realize the gap and overcome it'*. It appears then that attitude and attributes are seen to be of great significance by the respondents who are recruiters and TEAP tutors.

GE to EAP transitioning teachers and experienced EAP teacher respondents do not comment overtly on these features but they can be identified in comments made by the experienced EAP tutors in particular. Teachers mention having an open-minded attitude to their new role; being willing to spend their time learning what they needed to know to be effective in the new context; being resourceful and self-reliant; generally endeavoring to be a good colleague and recognizing the value in that particular feature in their own development.

It is clear that there are a number of attributes and attitudes identified as being of support to a GE teacher transitioning to EAP although, it should be noted that many of them would be features of a good teacher in any context.

Chapter 4

4.1 Conclusion and summary of main findings

This study has sought to investigate the attitudes and attributes which can support a teacher's transition from GE to EAP. In addition, it attempted to assess their importance in supporting GE teachers moving to an EAP context and the effect on other 'stakeholders' in EAP and GE. The limited data gathered suggests that possession of certain key attitudes and attributes is valued by those recruiters to pre-sessional courses in the UK and those who train in TEAP who acted as informants. In addition, the experienced EAP teachers who were respondents, in narrative, make reference to these factors in describing what helped them to manage a change from GE to EAP. It is possible to conclude that possession of certain key attitudes and attributes supported these respondents in their transition to a new context. Also it can be concluded that among the recruiter respondents, certain attitudes and attributes were seen to support a transition to EAP whilst their lack could result in no further employment being offered as the teacher would be deemed unsatisfactory. For a summary of the key attitudes and attributes identified by respondents to which reference is made in this paper, see page 31-32.

On balance more reference was made in the data to attitudes and attributes than to teaching skills and knowledge (see table p.32) and this is seen as noteworthy (see p.32 for further comment). It is of interest that individual attitudes and attributes are identified, whilst the elements inherent in 'excellent EAP classroom practice' or 'feedback from course leaders and students' are not. Clearly, there could be an assumption that all institutions would have the same criteria for assessing good teaching practice and so there is no need to identify them. However, psychologically, the individual identification of attitudes and attitudes might be the result of their being felt to be of particular consequence. I see the identification of

these key attitudes and attributes as tentative evidence that their possession can support a teacher's transition from GE to EAP since those respondents involved in providing employment appear to value them. The attitudes and attributes are such that with them, a transition from GE to EAP would be more successful (at least in terms of gaining employment and being identified as an effective developing EAP tutor) and without them training could potentially be less effective.

There is some suggestion that the emphasis on 'formal' training in induction and in-course as outlined in Post, 2010 and Alexander, 2012 (this study: section 1.5.3) could seem unsatisfactory. Rather, data from teacher respondents suggests development should be accessible but less 'top-down' than Post, 2010 and Alexander, 2012 suggest; and allow some experience of the target context alongside. The need for experience in the target context was raised by a number of respondents who felt restricted in how much 'preparation' they could do pre-course since they did not have a clear idea of what was to be required (this study:28). One respondent suggested that being able to observe classes prior to teaching either live or on video could be helpful. The positive responses regarding teacher development through discussion with peers is of consequence and perhaps institutions could standardize and maximize developmental possibilities through this means, by offering an element of training to those who might be in such informal mentoring positions (see this study: section 3.1.3 and section 1.5.3 for further discussion.)

The provision of training for those supporting others is particularly important in the light of the comment made by respondent GE-1 who in email correspondence expressed frustration and discomfort in his new context (this study:29 see also, this study:19). Literature on teacher change suggests that it is common for teachers in the early stages of transition to experience some loss of confidence and '*disorientation, frustration, even pain.*' (Woods 1996:293). Indeed these negative feelings may be the result of teachers developing in a new context; taking note of 'tensions' in their beliefs and experience in the new context (Borg, 2006) and being aware of 'critical incidents' (Tripp:1993). These are challenging issues through which to support a peer and so training for those peers seems a sensible recommendation. Providing training for mentors and peers should not, however, replace the need for the transitioning teacher to take an independent attitude towards their training and development. The data suggests that the majority of teacher respondents felt entirely responsible for accessing routes to support their own development in the new context. Recruiters offer support but the degree of support is identified as being limited and very context specific (e.g. designed to help newer teachers use the materials they need to) due to time constraints on a pre-sessional. Ultimately it appears that teacher development really needs to be undertaken by the individual concerned though with the significant support of others: Farrell (2001:374) cites Underhill (1992:79):

For teacher development is no different from personal development, and as such can only be self-initiated, self-directed and self-evaluated. No one else can do it for us though other people can be indispensable in helping us to do it.

Another area of significance is that all teacher respondents identified clear career development-focused motivation for transitioning to EAP. However, Alexander has noted that teachers who only work on pre-sessionals may not have the opportunity to develop beyond that fairly limited context and find themselves in a 'self-referential loop' (Alexander, 2010). This could be alleviated by ensuring a teacher has a well-rounded experience on a pre-sessional; is made aware of the skills they are acquiring and is able to log the elements of that experience officially in some capacity. There are useful CPD lists for developing EAP tutors available (British Council, 2011) which could form the basis of such a 'passport.'

The tentative conclusion then reached from this very small scale research would suggest that GE teachers can make a successful transition to EAP but ideally they need good quality, diverse experience and qualifications leading to 'expert' level classroom teaching skills, along with significant and well-formed attitudes and attributes already in place. This focus on attributes and attitudes which can support a teacher in an EAP context is only a small part of the story which makes up an effective EAP teacher from a solid GE background but without these features, the transition could be much less effective.

4.2 Implications of study

4.2.1 Theoretical implications
More support is provided for many of the findings made by Post (2010) with regard to the challenges faced by experienced GE teachers moving into EAP.

There appears to have been an over-emphasis on the deficits with regard to a GE teacher transitioning to EAP particularly since in the early stages of a new EAP career, yet, attitudes and attributes appear to be of importance in securing employment as an EAP (PS) teacher at least.

4.2.2 Pedagogical Implications
In terms of training and development, it would appear that there is a need to acknowledge that it takes time to become a competent EAP teacher. Induction and pre-EAP experience training courses may be less successful than ensuring a strong support network and open colleagues. The most frequently cited form of

valued development in this research data is that which happens between colleagues 'informally' this would suggest that ensuring this is type of collegiality is practised would be beneficial.

The identification of key attributes and attitudes which support transitioning teachers should be made more explicit in teacher training and professional development since possession of the 'correct' ones can have obvious repercussions on employability in a changing workplace. Connected with this, the importance of being open to change and adaptation should be emphasised during early pre-service training (Sharpling 2003).

4.3 Limitations of Study

There was a clear difference in the PS courses to which respondents made reference. Consequently, responses are very context specific but the respondents were not required to identify exactly what that context is so there is less standardization than would ideally be the case[18]. In summary, this study could be accused of focusing on a very general view of General English and a very general view of a pre-sessional, neither of which are as helpful as they could be in terms of identifying anything truly significant.

Having based my study on qualitative data some of the issues I was researching were a question of interpretation of data rather than respondents answering clear questions on that topic directly. This need for interpretation could lead to some potential bias or misinterpretation.

The use of the terms 'attitude' and 'attribute' could be confusing and potentially lacking in precision. See this study: p. for my rationale for the approach I took to their usage. It was in part a response to having started the research looking generally at needs but then needing to refine due to word limit. I feel this element of the title needed to be more refined.

A question which asked recruiter respondents to rank the factors they felt were important in offering further work to a teacher would have helped determine the real significance of each factor.

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[18] Varied approaches taken Pre-Interview tasks to mark an assignment and identify areas for further input along with qualifications (again different requirements: one respondent required a masters; another DELTA or rarely CELTA) ; Experience (in one case EAP required); ability to adapt materials; interpersonal skills; how to deal with students in a particular context.

4.4 Recommendations for further studies

In terms of further research, it would seem that the issue of time required to adapt to a new teaching context is important so clearly a more longitudinal study is required. I am also very conscious as mentioned above, that pre-sessionals in different contexts involve varying degrees of focus on English for Academic Purposes. For a better standardized context perhaps a study which focuses on in-sessional teaching possibly including ESAP, would be of value.

A study which focused on the significance of different types of experience within GE in terms of effect on a successful transition to EAP could be revealing. Again as highlighted in the limitation above, this study and Post, 2010 paid little attention to the details of the General English background from which respondents came. The type of experience teachers had in these contexts could have had a significant effect on the ease to which they transitioned.

The issue of teacher efficacy in relation to the type of transition under investigation here is worthy of much more in-depth exploration to determine to degree to which a teacher with a good sense of efficacy in one context is able to transfer that sense to another.

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Appendices

Appendix 1-BALEAP Competency Framework for Teachers of EAP

BALEAP 2008 *Competency Framework for Teachers of English for Academic Purposes*

http://www.baleap.org.uk/media/uploads/pdfs/teap-competency-framework.pdf 10.6.12

Competencies relating to academic practice

1. Academic Contexts

An EAP teacher will have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.

Knowledge & understanding of –	Ability to –	Possible indicators –
norms and conventions of universities in relation to • course structure • teaching and learning • staff/student communication • assessment	work with materials and tasks from different subject areas and engage with the ideas they present	relate EAP course objectives, content and skills to the contexts and requirements of university courses
modes of knowledge communication and publication including • print media • electronic media • oral genres (e.g., lectures, seminars, conference presentations)	help students find their way into the writing and speaking practices of their disciplines and institutions	require outcome tasks to be presented in print, oral and electronic modes in line with the cultural practices of the university
university policies relating to • ethical practices • respect for intellectual property • disciplinary procedures • student support	help students to understand university policies and procedures and the reasons behind them	use appropriate citation and referencing in learning activities and prepared assessed tasks

2. Disciplinary Differences

An EAP teacher will be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.

Knowledge & understanding of –	Ability to –	Possible indicators –
discourse communities and how membership and full participation is achieved	work with subject specialists and take account of their different perspectives with regard to knowledge communication	provide students with frameworks to investigate disciplinary differences and values, particularly in relation to the communication of knowledge
audience within discourse communities	raise students' awareness of discourse features of texts in their disciplines	guide students to investigate the genres and expert practitioners of their specific discourse communities
the importance of evidence-based reasoning in knowledge creation	train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence)	

3. Academic Discourse

An EAP teacher will have a high level of systemic language knowledge including knowledge of discourse analysis.

Knowledge & understanding of –	Ability to –	Possible indicators –
discourse features and sub-technical vocabulary which would allow teachers to read and make sense of texts without being subject specialists: • grammar and syntax at the level of phrase, clause and sentence • discourse features beyond the sentence • cohesion and coherence • semantics and pragmatics • approaches to text classification, e.g., theories of genre and text type	apply theories of text and discourse analysis to course organization, materials selection and development, and assessment	analyse examples of academic genres in terms of the features of systemic language knowledge listed show the teaching of features of systemic language knowledge as having value when part of a functioning whole provide analytical feedback, across the range of features of systemic language knowledge, which promotes accuracy in students' spoken and written outputs

4. Personal Learning, Development and Autonomy

An EAP teacher will recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.

Knowledge & understanding of –	Ability to –	Possible indicators –
• the importance of continuing professional development • appropriate professional terminology • current issues in teaching and researching EAP • the role of ambiguity in academic enquiry • the importance of critical reflection on own practice	take appropriate decisions based on own knowledge and understanding write and speak clearly, coherently and appropriately engage with academic research and literature to inform own practice and communicate these ideas to colleagues	relate personal approach to teaching to a specific EAP teaching context review an article/book/teaching journal or provide evidence of • action research • conference presentation • published paper

Competencies relating to EAP students

5. Student Needs

An EAP teacher will understand the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.

Knowledge & understanding of –	Ability to –	Possible indicators –
the prior learning, expectations and values that students are likely to bring from their original learning cultures the specific language knowledge and skills, educational values and roles necessary for participation in the target learning culture the different content and focus required at pre-sessional, undergraduate in-sessional and postgraduate in-sessional levels	undertake a principled and systematic analysis of the gap between students' competence and what they need for academic study	show effective communication with students from a range of cultural backgrounds provide pathways into the target learning culture which lead to understanding of its values, processes and tasks show the use of a range of teaching methods and teacher roles in response to different types of learner needs show the use of tasks and materials that incorporate a variety of learner roles and learning styles

6. Student Critical Thinking

An EAP teacher will understand the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills.

Knowledge & understanding of –	Ability to –	Possible indicators –
how critical thinking underpins academic practice the elements of critical thinking critical approaches to knowledge to enable its evaluation and expansion	make links between critical thinking and study competence explicit for students provide opportunities and stimulus for critical thinking in sequences of learning activities	show students' development incrementally across time through syllabus/tasks/lesson plans/materials demonstrate that syllabus/ materials/ assessment contain knowledge transforming tasks and activities show how students review and evaluate their own learning aims/materials/ activities/ assessment in terms of usefulness for future study

7. Student Autonomy

An EAP teacher will understand the importance of student autonomy in academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.

Knowledge & understanding of –	Ability to –	Possible indicators –
the principles of student autonomy the use of new technologies to support autonomous learning how to support student autonomy through group activities and individual tutoring	make the link between autonomy and academic study explicit to students stage the sequence of learning activities from guided to facilitated to autonomous foster student autonomy through group activities as well as one-to-one tutorials	demonstrate the promotion of student choice/ active engagement/ reflection/ students taking responsibility in syllabus/tasks/lesson plans/ materials require students to plan, draft and present larger summative tasks require students to show how they took responsibility for achieving group tasks

Competencies relating to curriculum development

8. Syllabus and Programme Development

An EAP teacher will understand the main types of language syllabus and will be able to transform a syllabus into a programme that addresses students' needs in the academic context within which the EAP course is located.

Knowledge & understanding of –	Ability to –	Possible indicators –
a range of EAP syllabus types the need in a syllabus for progression and recycling and transfer of knowledge and skills to other learning contexts constraints and their impact on syllabus design	identify aims and objectives of an EAP syllabus to address the gap between students' competence and what they need for academic study integrate course objectives, language and skills content and assessment select, adapt or create materials from appropriate sources and develop appropriate tasks	demonstrate the relationship between student needs and the implementation of a syllabus in a programme articulate course objectives in ways that show how they will be assessed justify the selection of material

9. Text processing and text production

An EAP teacher will understand approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.

Knowledge & understanding of –	Ability to –	Possible indicators –
approaches to text classification and analysis such as those used in genre research, including the functional and rhetorical features of texts disciplinary differences evident in academic genres text processing skills and strategies text production skills and strategies	identify and analyse academic genres and the functional and rhetorical features of academic texts and train students to do the same incorporate explicit analysis of spoken and written texts into sequences of teaching and learning activities stage and scaffold the teaching of reading and listening for study purposes use a text-based approach for teaching writing and speaking skills	design a programme that • uses whole texts or text segments • integrates text processing and text production • uses cycles of analysis and synthesis of processes, skills and tasks

Competencies relating to programme implementation

10. Teaching Practices

An EAP teacher will be familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.

Knowledge & understanding of –	Ability to –	Possible indicators –
the key differences between the content and processes required for teaching and learning in an EAP class compared with a general ELT class a developed repertoire of teaching techniques and the rationale for their appropriate use	plan and deliver a programme of lessons based on a syllabus distinguish between teaching subject content, procedural knowledge (e.g., how to go about doing a task) and language knowledge integrate teaching of academic language and academic study skills in lessons integrate study skills into other skills teaching integrate IT into delivery, to enhance IT skills and reflect academic practices respond flexibly and exploit unplanned learning opportunities effectively	justify lesson plans on the basis of students' needs and syllabus. Evaluate a core textbook for a particular context adapt or create materials and explain the rationale behind these reflect on and respond to observation or student feedback on teaching comment on a revised lesson plan

11. Assessment Practices

An EAP teacher will be able to assess academic language and skills tasks using formative and summative assessment.

Knowledge & understanding of –	Ability to –	Possible indicators –
different modes of EAP assessment the link between assessment and teaching and learning in EAP the purpose and structure of international proficiency tests e.g., IELTS and TOEFL	integrate course objectives, language and skills content with assessment select appropriate modes of assessment and design or evaluate assessment tools for language and skills for EAP listening, speaking, reading and writing, including integrated skills apply marking criteria consistently and to agreed standards give appropriate feedback on oral and written student performance use assessment outcomes to inform teaching and learning	In a specific context justify examples of assessment instruments in a specific EAP contex evaluate an assessment tool comment on the application of marking criteria to assessment instruments comment critically on the mode and appropriacy of feedback given on student work justify changes to a lesson plan or programme of work

Appendix 2 Delta Module 2 Syllabus

http://www.cambridgeesol.org/assets/pdf/exams/delta/delta-syllabus.pdf accessed 11.9.12

University of Cambridge ESOL Examinations (January 2011) *Cambridge English for Teaching Delta Syllabus Specifications Cambridge* ESOL Examinations

Delta Module Two

Focus and aims

The module focuses on developing the candidates' awareness and expertise in relation to the principles and professional practice of teaching ESOL in a range of contexts.

Title of Module	Developing Professional Practice
Aims	1. To develop candidates' awareness of the effects of different contexts on the learning and teaching of English and factors affecting individuals' learning in a range of ELT contexts 2. To develop candidates' critical awareness of the different roles of teachers, and the principles underpinning these, as performed in a range of ELT contexts 3. To develop candidates' expertise in the planning of inclusive lessons at different levels 4. To extend candidates' effective use and critical evaluation of a range of appropriate approaches, methodologies and techniques to support learning in a range of contexts 5. To apply candidates' knowledge of language and skills to lesson planning and teaching 6. To extend candidates' use and critical evaluation of a wide range of appropriate materials and resources for teaching and their own professional development 7. To develop candidates' ability to reflect critically on their own beliefs about teaching and learning, and to evaluate their practice in order to prepare and teach more successfully in future 8. To develop candidates' ability to observe and reflect on teaching and provide constructive feedback to other teachers 9. To broaden candidates' understanding of the standards of professional practice 10. To increase candidates' expertise in spoken and written communication in their own professional roles
Level	Postgraduate
Credit Value	20

Content and Learning Outcomes

Content	Learning Outcomes *Successful candidates can:*	Indicative Content
1 The language learner and the language learning context	1.1 Relate the role of English as a global language to developments in learning and teaching in a range of international contexts 1.2 Compare differences among learners linked to social, cultural and educational background, the immediate local context, different motivations, attitudes, aspirations and purposes for learning and different learner styles and strategies 1.3 Accommodate learners according to their different abilities, motivations, and learning styles 1.4 Take into account the potential of ICT in the learning context concerned (e.g. classroom, work place, VLE, etc.) 1.5 Relate/apply age-related theories of learning to planning to teach learners of different ages	• The historical and current social, political and cultural position of English as a global language; attitudes, expectations and values associated with this evolving role; the impact and ramifications of studying or using English in local contexts; perceptions of the relative status of varieties of English; relationship between language and social processes • Theories of motivation and their application to individual learners and to classroom contexts; ways of ascertaining types and levels of motivation • Learner differences in abilities, styles and learning strategies; evaluating and adjusting to these differences • Impact and potential of learning context for language learning • ICT and its impact and potential for language learning • Theory and practice of teaching younger learners, teenagers and adults and how these affect planning to teach such learners

Content	Learning Outcomes	Indicative Content
	Successful candidates can:	
2 Preparation for teaching English language learners	**2.1** Identify needs, expectations and linguistic and learning problems of specific groups of learners **2.2** Identify and analyse: • lexical • grammatical • functional • phonological • discoursal features of language in use as required by learners **2.3** Analyse and compare the language skills, subskills and strategies needed by learners to develop their competence in: • speaking • listening • reading • writing **2.3** Apply their knowledge of language systems and skills in planning lessons **2.3** Prepare lessons which take into account a variety of factors related to differentiation among individual learners in specific teaching contexts **2.3** Prepare lessons that will actively and inclusively engage learners and support their development and progress **2.3** Choose methods and approaches that are appropriate for the content and aims of the lesson **2.3** Evaluate the role of ICT in lesson preparation, delivery and follow up **2.3** Justify their own decisions in lesson planning with reference to underpinning theories and principles	• The impact of decisions about type of syllabus (e.g. grammatical, lexical, skills-based, task, process, genre, etc.) on method • Lesson planning with reference to information about learners and the learning context, including institutional constraints • Pre-teaching preparation: - Relevant reference sources (e.g. grammars, dictionaries, etc.) - Aims and objectives (i.e. expected, predicted or possible outcomes for the learners) - Solutions to anticipated problems for specific learners and groups - Justification for choice of: lesson content; teaching methodology; approaches and techniques; materials selected to develop learners': ○ knowledge of and control of language systems ○ fluency and confidence in using the language appropriately ○ reading, writing, listening and speaking skills, subskills and strategies ○ range of effective learning strategies ○ other skills related to ELT or to a particular course of study (e.g. exam skills) - Sequencing of stages and estimation of timings whilst allowing for flexibility in response to the evolving classroom situation - Contextually aware encouragement of learner autonomy - Organisation of the physical space to match planned interaction patterns in the lesson - Relevance and potential of ICT for the lesson and functional skills development - Monitoring and evaluating learning outcomes - Appropriate conventions of format, style, and content in the pre-lesson analysis and lesson plan

Content	Learning Outcomes	Indicative Content
	Successful candidates can:	

3 Evaluating, selecting and using resources and materials for teaching purposes	3.1 Develop principled criteria to inform the choice and use of materials and resources
	
	3.2 Apply principled criteria to select and make effective use of a range of appropriate traditional materials and e-resources and materials, for specified teaching and learning contexts
	
	3.3 Adapt, develop and create teaching/learning materials/resources, including ICT, for specified teaching and learning contexts
	
	3.4 Critically assess the effectiveness of materials and resources as used in specified teaching/learning contexts
		• Influence of ELT research, market research, and expectations of learners, teachers, institutions and government, including the following:
		  - curriculum requirements
		  - language proficiency level
		  - motives for learning
		  - cognitive level
		  - affective factors
		  - topic and content (including cultural, linguistic appropriateness)
		  - text types
		  - criteria for judging the suitability of different types of materials and resources for specified teaching and learning contexts
		• Materials:
		  - prescribed materials
		  - appropriateness of materials to language item(s) and skills taught
		  - layout and design
		  - market orientation: local and international
		• Resources:
		  - coursebooks
		  - course materials
		  - supplementary materials and resources (e.g. online support materials, graded readers, grammar references for students and teachers)
		  - published materials not originally designed for use in the classroom (e.g. on-line news, journals, reports, articles, printed newspapers, magazines)
		  - ICT, including electronic resources for classroom use and individual study

Appendix 3 Characteristics of an expert teacher-
Tsui (2003) cited in Richards & Farrell (2005:7)

'-A richer and more elaborate knowledge base

-An ability to integrate and use different kinds of knowledge

-Ability to make sound intuitive judgements based on past experience

-A desire to investigate and solve a wide range of teaching problems

-A deeper understanding of students and student learning

-Awareness of instructional objectives to support teaching

-Better understanding and use of language learning strategies

-Greater awareness of the learning context

-Greater fluidity and automaticity in teaching'

Appendix 4 Questions for Discussion EAP Recruiters

1. Recruitment context and procedures
   a. How long have you been involved in recruiting EAP tutors?

   b. In which capacity?

   c. In which contexts?

   d. What are the selection tasks and criteria for recruitment of tutors on these programmes?

   e. What informs the choice of selection tasks and criteria?

   f. In your experience what features (skills, qualities, experience) are possessed by those candidates successful at the recruitment stage?

   g. What factors would prompt you to offer a further contract of employment to a newly-employed EAP tutor?

   h. Which factors would lead to no further contract of employment being offered to a newly-employed EAP tutor?

2. ELT teachers moving into EAP

   a. To what degree do you feel ELT teachers make a successful transition into EAP teaching?

   b. With which factors, if any, do you feel an ELT experienced teacher may need support when moving into EAP? Please give reasons and examples if possible.

   c. What form does that support take in your institution? Do you feel this to be adequate in most cases? Please give reasons and examples if possible.

Appendix 5 Questions for Discussion Teachers moving into EAP context

3. How long have you been a teacher?
4. In which contexts?
5. What has prompted you to teach on an EAP course now?
6. What, if any, differences do you expect to encounter in this EAP context?
7. How do you feel about that?
8. Have you undertaken any specific EAP training previously?
9. Why? /Why not?
10. Are you expecting any training or support?
11. If yes, what form is this to take?
    If no, what form would you like it to take?

Would you be willing to take part in a follow-up interview 3 weeks into your EAP teaching context?

Appendix 6 Questions for Discussion TEAP Tutors

12. Background to your involvement with TEAP courses
    i. How long have you been involved in providing TEAP courses?

    j. In which capacity?

    k. In which contexts?

    l. What role do/did your TEAP courses play in an EAP teacher's development? Was it of most benefit to the novice or experienced EAP teacher? Please give reasons and examples if possible.

    m. What are/were the selection criteria for acceptance of participants on these courses?

    n. What informs/informed the choice of selection criteria?

    g. In your experience what features (skills, qualities, experience) do/did successful course participants possess?

13. ELT teachers moving into EAP

    d. To what degree do you feel ELT teachers make a successful transition into EAP teaching?

    e. With which factors, if any, do you feel an ELT experienced teacher may need support when moving into EAP? Please give reasons and examples if possible.

    f. What form do you think that support should take? Please give reasons and examples if possible.

Appendix 7 Sample Transcript (TEAP tutor 9 July 2012)

FE: So, um, I just want to get some background on your involvement with TEAP courses and um, and was wondering how long you were or have been involved in training people who want to teach EAP.

R: yes, I mean, I...most of my working experience has been in other countries-for the last 20 years with universities but not necessarily with EAP. It's been a peripheral thing until 2003 and I went to SOAS UoL and started teaching a lot of EAP. And I realized I was lucky because I was in a department where there was a lot of expertise and since my other brief was teacher training and teacher development I thought it would be interesting to use the expertise of my colleagues for their own pd to become trainers of other teachers who perhaps didn't have the experience or the contact with EAP that they had. So a year after I went we set up this TEAP course and we didn't know what would happen or what to expect and we got about a dozen people and they were a very interesting bunch and we began to think well there should be a qualification like for example we have the DELTA and the DELTA has variants such as business variants. And at the time and it's still true today there isn't any specific qualification for EAP teaching which people can refer to and that everybody can understand, so we decided to do our little taster course for 2 weeks in the summer and that has continued until today, I mean, I went and gave a session on it, I think it was the week before last and it's still doing well and its now got a part time version as well so like the CELTA there is an intensive and a part time version except it is a couple of hours unlike CELTA and so it really is a taster, an introduction and I think that kind of course does have a role but it's not the only solution.

FE: So you've covered lots of the initial questions in that answer which [yes, always happens] is great. It sounds to me like it was an initiative which was basically... is it an expectation that those who come to that course will not have had any EAP experience before or is it.

R: Very little. At the beginning I thought it would appeal to teachers with a strong ELT background working in the private sector who would like to work at a university and didn't know how to go about it [ah-ha] but what we got was a great mix of people-nearly all NS but an awful lot from FE and I learnt a lot about FE from those people and they were either doing ESL or they were teaching literacy skills to NSs and they wanted to be able to make the move across to be able to teach EAP to NN students. So on the course we always had a very, very good mix and at first it was all NS and then we began to get people from other countries-mainly of very good quality but not always.

FE: … So when it came to selection criteria, who could get on to your course or not get on to your course?

R: Well apart from economics where you've got to fill up a certain amount of places in order to make the course viable, we did have some very very wooly criteria, they've been a little bit refined now but we asked for an interest obviously, we asked for to sort of rationalize what their interest was in EAP so we

asked for a kind of personal statement and a kind of clear intent that the person was actually interested in what we were offering. One person slipped through the net and had no idea why they were there but they left luckily and realized their mistake. Uh, we asked for a certain amount of relevant teaching experience by relevant we meant language teaching of some sort and 2 about 2 years usually would be considered about normal. On the other hand if there were people who were very bright academically-we had people from Poland and Slovakia who had been through what they call philosophical faculties without lots of training in language teaching generally but they were interested in teaching in the university sector generally and you do get a lot of those people now. I hadn't realized that our eAP course was seen as a course for how to teach English at universities. We always thought of it as how to teach academic English and not as sort of stepping stone for people who had studied at a university and wanted to teach in a university setting. So we got those people and we generally chose those and we tried to cut out those who were interested in getting a scholarship and coming to London to see musicals and ALW but a couple of those slipped in as well because at the time I contacted a lot of offices in Eastern Europe and people came over on Erasmus scholarships and unfortunately they self-selected and the people with influence came not the best people, but we learnt a lot from them too; we learnt for example that it's very difficult putting a teaching component in. it doesn't suit everyone.

FE: Did it have a teaching component?

R: at the beginning it did, yes, it was very ambitious and everybody did it until the 3rd year when we had problems with a group of people who just said, 'I'm not here to do any teaching and show my lack of skills' and so we said, we're not going to force you but it is quite clear that there is a tp component in the course and most people before that had taught 2 or 3 classes after that we just made them observe-it was too much trouble.

FE: so in terms of the role the TEAP course you are describing would play in a teacher's development if you were able to remove the tP element what was it you hoped to achieve through that course?

R: we were looking for, well as an introductory taster course it was mainly awareness raising, it was getting people to think about what they were letting themselves in for if they did become EAP teachers and it is surprisingly difficult because EAP covers a number of different areas and there was a slight danger that they would adopt, they would accept the model we had in our institution, so we were at pains to, you know, stress that different institutions do different things. And SOAS was in some ways rather odd because the subject lecturers and the EAP teachers work very closely together as a team and it's not always the case in other institutions. So, but that was another reason for doing the course because we felt that it wasn't the only model and we selected people who wouldn't just rely on a model but would be prepared to think for themselves; had a little bit of experience, perhaps not just in one institution; and were interested in gaining professional skills for wherever they went and not necessarily –this is the way to do it. But unfortunately you always get one or two...

FE: So you gleaned that from the tasks you gave them in a written application form or

R: it was a written app form and there were also pre-course tasks though obviously we accepted them before we gave them the pcts . But if was accepted them and they were going to have problems we

needed to know from the pct that perhaps they made a mistake or we made a mistake so at least we were pre-warned. But in the application we had a section in which they had to simply write a very short essay: where they were in their career and why they thought an introduction to eAP would be useful to them.

FE: and what were you looking for was it as much looking at their ability to write academically as well as the content or was it all about the content and then..

R: No, I mean the course was really designed for NS so really we weren't looking for a sample of ac writing, it was their ability to rationalize and reflect on what they were doing before they made this move from wherever they were to an EAP context. In some cases they were already teaching EAP but they couldn't quite make sense of what was going on. It was their ability to describe their experiences and draw on, well the issues that were bothering them. So we found thoughtful people who wanted to plan the next move in their career or wanted to make sense, to try to understand what EAP would entail and they had sufficient basic skills in terms of managing classes and we made it really clear to them that we were not teaching CM or any of those things, it is assumed that you already have those skills. And in general they did.

FE: And what made a successful course participant for you-who tended to be successful? Can you identify the features they had?

R: Obviously, bright, open-minded; able to critically evaluate input and not just accept it at face-value; able to contribute and make sense of their own experience; we valued an awful lot people who could contribute a lot to the group development because we emphasized on the course how important it was to work as a team in EAP and some of them-it came across very strongly that they would be very very good team members. We were looking for that: people you could work with; you could write materials with.

FE: So…

Explains the structure of the course:

R… as series of very small portfolio tasks so you have a portfolio to take away when you finish

FE: Asks about being a referee-R says yes gives examples.

R: At the time they were just clever people with different kinds of experience who wanted to know if it was for them or not.

R: BALEAP are going on a very parallel route towards –talks in more detail re BALEAP

FE: moving into ELT

R: When I designed the course I had in mind my own situation: I was a teacher in the BC in Japan in the 1980s and suddenly I got fed up with working in the private sector with doses and Adoses and targets and all the other things and I decided, you know, I would quite like to work in a university and I made that transfer in a kind of period where EAP wasn't quite clear as a discipline but more ESP at the time and I thought this little course would appeal to this kind of person , the kind of person I was moving from the private to the public sector; from general ELT with its rather dissatisfying aspects such as reading passages of 3 sentences long to something a little more substantial. That as I said we got and have got lots of other types of people, for example on the course I was in we had a lecturer from …the fine arts college in London, she's a specialist in painting and her students have a problem with writing and she wants to give herself another bow in her armoury and she wants to teach her student about pictures and she also wants to teach them about writing skills and when I realized that, we also started to offer scholarships to PhD students from a variety of subjects who wanted to develop their career in different ways. So I had assumed that to be a good EAP teacher the best way was to be an ELT teacher, what I hadn't realized was that you could be an PhD student in Economics, teaching Economics and get into EAP that way and some excellent teachers have done that. They've started off teaching in their own subject, they've realized that there are problems their students have in their subject and they've thought: what kind of help can I give them? Ah, here's a course so for me this has enriched EAP a lot. It is not just a case of moving from ELT to EAP but a case of moving from lots of directions into EAP and it makes the transition more interesting when you see who is coming into EAP. Sometimes there is surprising routes.

FE: When you talk about ELT having assumed many of the participants would be ELT trained people coming into EAP, in your experience did those E LT exp teachers make a fairly smooth transition into EAP?

R: not necessarily. It depended very very much. It's partly personal qualities and partly the kind of experience they have had in ELT. You know, did kind of make a difference. For personal qualities you obviously need adaptability; you need to be open-minded; have a sensitivity to academic conventions; so those who've been involved in an academic environment recently have a good chance but if you are a teacher who did their BA sort of 30 or 40 years ago and you've spent your whole life in the private sector you have to reacquaint yourself with the norms and procedures of academic convention and I think it's much harder, you know. On the other hand if you've got the intellectual skills and the sort of personal qualities to be able to overcome that gap and to realise that there is a gap, you're going to be able to overcome it but I've met people who regard EAP as just an extension of language teaching in the private sector and they don't have a grasp of what it's like to be part, as a student what it's like to be part of a university community-the norms and conventions you're exposed to and those people find it difficult cause they say: 'I'm a language teacher I don't know about those.' I'm here to teach writing skills I don't know anything about what goes on. The best EAP teachers are the ones who are looking for links between EAP and other disciplines and across disciplines and are aware of what goes on in the rest of the university. Eap teachers are most limited when they say this is just what I do; I don't have any idea how

To put it in a nutshell, if you don't know w hat is going to happen to your students after they finish your classes, then you've got to question how effectively you can prepare them. So if they know and you don't, you are at a big disadvantage. So you've got to find out really, I mean if you are preparing engineering students then you need to have some grasp of what awaits them when they reach their engineering degrees. So it's not enough to say: 'my job is to get them to do this' and I find that not all but some ELT teachers have this mentality , you know, my job is to get this person to FCE level. After that, I don't know my job is to prepare them for CPE and this has happened with IELTS too. This is a problem: my job is to prepare them for IELTS; doesn't matter what's beyond IELTS-that's not my concern And that's a bit worrying really: the way in which IELTS is beginning to dominate means that, that kind of mentality is more common than it used to be.

FE: so bearing those issues in mind there are these potential difficulties that might confront an ELT teacher moving in to EAP, what do you think is the best way that they can be supported in that transition?

R: there are a number of ways, first of all you have to raise the awareness of how the role of the EAP teacher can be very different to the role of the teacher they have been so far. And in order to do that you need to find out what they have been doing in their teaching for example one big difference would probably be in terms of materials development. If they've been in ELT and they've been used to using published materials, it doesn't require a lot just bit of fiddly and fine-tuning but it's different if you are preparing materials on a regular basis. I mean at SOAS they met lecturers and were attending a lecture one day and writing up lecture review materials the next day. The lecture was fresh; they attended as a student –took down notes and thought about what were the problematic issues for students. It's that kind of thing that is unusual in ELT but hopefully by exposing people to that you can see first of all whether they can work out the differences, secondly whether they can realise whether it's for them or not for them because it doesn't suit everyone-some people would like the sort of comfort of readymade materials.

Fe: so the mats issue-do you think a specialized 2 week course of the type the run at SOAS is important in a transition from ELT...

R: It's useful. But BALEAP I think is being unrealistic-would like to support masters in EAP for example, I think if you've already got a masters in something else it's going to be a bit deal if you are going to sign up for a masters in something else. I think introductory courses of any description have an important role to play and we thought it would be a huge problem that we weren't offering the certificate but it hasn't proved to be –obviously people do want that kind of thing, they do want, it's a taster to give you the information you need to make informed choices I suppose.

Appendix 8 Sample Survey Monkey Questionnaire-GE to EAP-What recruiters look for.

Response Started:

Wednesday, July 25, 2012 1:31:47 PM

Response Modified:

Wednesday, July 25, 2012 2:17:51 PM

1. How long have you been involved in recruiting EAP tutors?

10 years

2. In which capacity?

Course manager

3. In which contexts?

EAP

4. What are the selection tasks and criteria for recruitment of tutors on these programmes?

a range of tasks to test applicants' ability to demonstrate how to adapt materials to an EAP context, how to deal with students in a particular context

5. What informs the choice of selection tasks and criteria?

what the tutor will be required to do in their work on EAP courses (prepare materials, advise students, liaise with colleagues)

6. In your experience what features (skills, qualities, experience) are possessed by those candidates successful at the recruitment stage?

Good academic background and proven experience (or clear ability to develop quickly); ability to adapt to the context

7. What factors would prompt you to offer a further contract of employment to a newly- employed EAP tutor?

Feedback from students and course managers; formal annual observations of lessons

8. Which factors would lead to no further contract of employment being offered to a newly-employed EAP tutor?

Same as 7, if not satisfactory AND if measures to address concerns were not successful (as measured by further feedback and extra observations)

http://www.surveymonkey.net/MySurvey_ResponsesDetail.aspx?sm=5x7HXzh9FW6jzZDd%2bVRbxJo Rezv9qvTHfreYYoWdJHo0yVb%2fc0pMN%2f5LH7SwauXv

accessed 11.9.12

Appendix 9 Sample Response-GE Teachers Survey Monkey Questionnaire
Response Started:

Thursday, July 26, 2012 12:06:24 PM

Response Modified:

Thursday, July 26, 2012 12:19:10 PM

1. 1. How long have you been a teacher?

8 years

2. In which contexts?

private language schools both in London and Sydney.

3. How much EAP teaching experience do you have?

very little "pure" EAP experience but have taught academic Gnlish before - IELTS, upper main suite Cambridge exams and TOEFL.

4. What has prompted you to teach on an EAP course now?

For career development (with an intention to build a career in EAP)

5. Which of the following features do you think may be a challenge for you in this EAP context?

Understanding the needs of the students

The material to be taught

The teaching approach required

Teaching discourse analysis

Encouraging critical thinking in students

6. Reasons for your move into EAP. Please tick the statements below which best summarise your approach to your current move into EAP.

I have had a wide range of experience in General English contexts and feel ready to take on the challenge of an EAP teaching post.

I feel frustrated with my previous teaching context and have a sense that EAP offers more security and/or better pay.

7. What is EAP? Please tick the statements which best reflect your own view.

EAP is a discipline in itself and I expect to encounter a steep learning curve in my first experience within it.

8. Expectations of self and the course Please tick the statements which best represent your own views.

I know enough to be an effective teacher in this context.

I expect support and training as I am new to this field.

I feel it is my responsibility to develop myself as necessary as I am new to this field.

9. Is there any way in which you feel your previous teaching experience may impact negatively on your EAP teaching?

not specifically.

10. Is there any way in which you feel your previous teaching experience may impact positively on your EAP role?

dealing students knowing the needs of students techniques for teaching e.g. elicitation would still be the same. focus on student-centred lesson as much as is appropriate.

11. Have you undertaken any specific EAP training previously?

No

12. Are you expecting any training and/or support?

Yes

13. If yes, what form is this training to take? If no, what form would you like it to take?

informal in the staffroom but if there are any training sessions (internal or external) I would hope to be included.

14. What do you feel makes a good teacher of EAP?

knowledge of academic conventions being able to explain clearly key terms and ideas actively helping students to improve academic skills general academic knowledge being able to mark longer texts and be able to give clear constructive feedback. be organised with time and workload able to make complex ideas clear, meaningful and relevant to students

http://www.surveymonkey.net/MySurvey_ResponsesDetail.aspx?sm=s1JDS82cXFiX7tRLb0ahSFclGfO YZ0CYmi6IY2AK6rEhSpq9KsFcXzJtICz4ZIEBcTdgnl8O3pI5QunW4L0oGYisgBAyQ8NT7pC4fcWm Rx1wU4HNBTZyDImVugobbst%2b accessed 11.9.12