



Differing perceptions, differing expectations: Who are WE?

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What are we going to do here today?



Explain where we are coming from



Go over the research



Share the results – those that stand out / Look at the results together & discuss what they unveil



Give you a quick questionnaire? / Quick literature review



Discussion

Context

SPS 101&102 (Society & Humanity) common core curriculum courses

Components of Input: Lectures & Discussion Sections (Recitations)

Lectures: Course Instructors (Hist & POLS)

Discussion Sections (Recitations): Interdisciplinary Co-Teaching (Grad Sts & EAP Instructors)

Organizational Diagram



Course Director



Course
Coordinators



Course
Instructors



EAP Instructors
& Grad Students



OUR RESEARCH

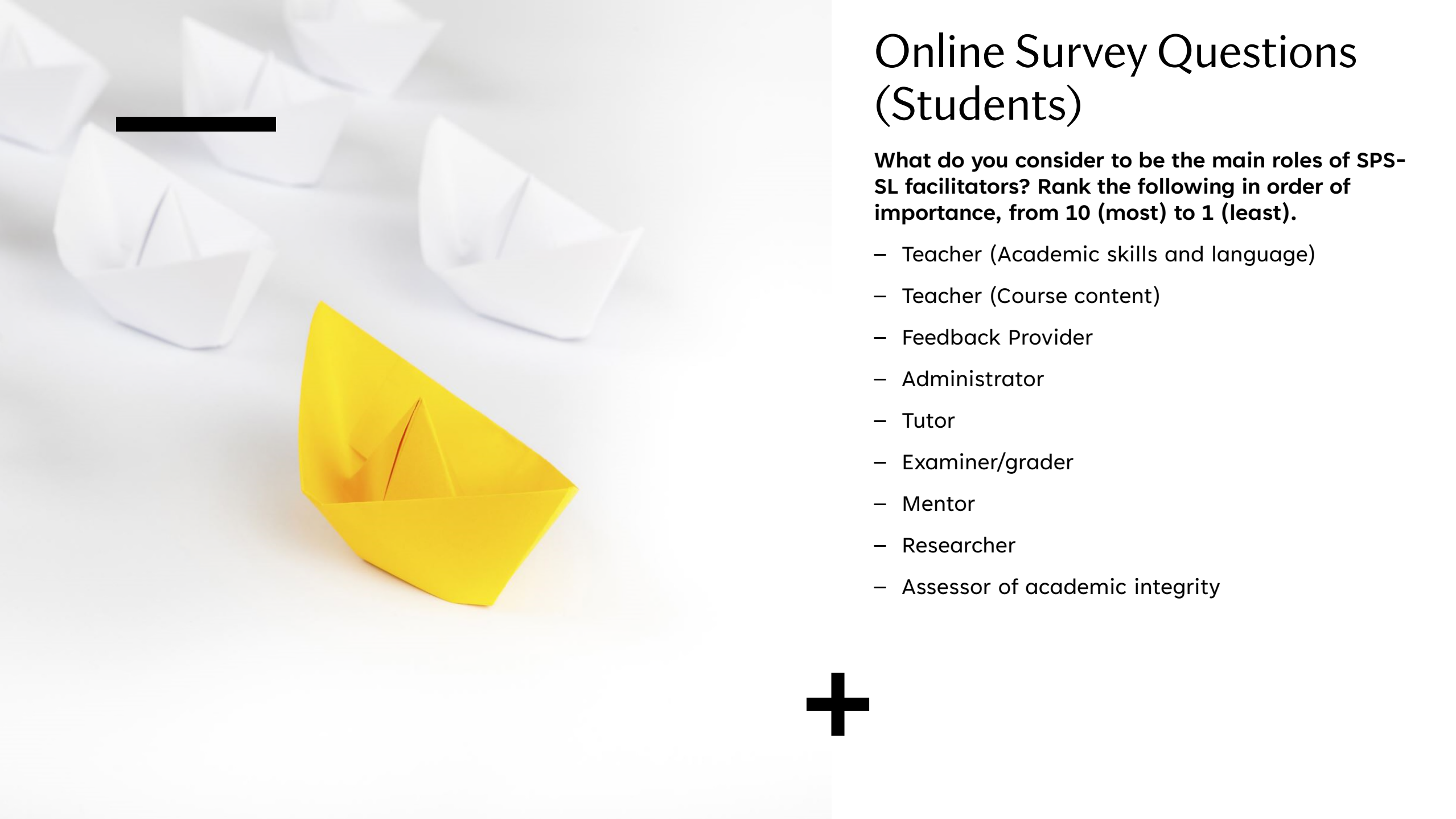
- Context: Humanities course with multiple stakeholders: Faculty members, EAP Instructors, Graduate students
- Survey & Interviews started in 2020 (Online survey & Individual Zoom interviews)
- 76 students/ 5 EAP instructors/ 7 Graduate students/ 5 Faculty members
- Questions:
 - What roles(s) would you most readily associate with the responsibility of SL facilitators?
 - How would you describe the EAP/ SL facilitator role within academia?
 - How do you think SL facilitators define their identity (including professional roles, responsibilities and qualifications) within the course?

MINI POLL

Think of your experience so far and please indicate top 3 roles that you identify with teaching EAP

– Voting code: 6125 7923






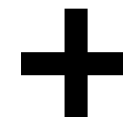
Online Survey Questions (Students)

What do you consider to be the main roles of SPS-SL facilitators? Rank the following in order of importance, from 10 (most) to 1 (least).

- Teacher (Academic skills and language)
- Teacher (Course content)
- Feedback Provider
- Administrator
- Tutor
- Examiner/grader
- Mentor
- Researcher
- Assessor of academic integrity

 Roles; as they are perceived by our students, colleagues (FASS coordinators & facilitators) and us (SL facilitators)

	STUDENTS (27)	FASS COORDINATORS (3)	FASS FACILITATORS (GRADUATE STUDENTS -TAs of the course) (8)	SL COORDINATORS (EAP Instructors) (7)
The MOST FREQUENT ROLE after ALL the Teaching Roles	Feedback Provider	Assessor of academic Integrity / Examiner	Feedback Provider	Feedback Provider
LEAST FREQUENT	Researcher / Administrator	Researcher	Mentor / Administrator	Course designer /Administrator



Interview Results- Labels



Common themes- I

EAP Instructors- Perceptions

Issue of **recognition**: mixed results

Acknowledgement of pedagogical perspective and experience teaching writing/academic skills

Capacity to design/teach/evaluate content-related material **underestimated and excluded from decision-making**

Condition of equality

Ambiguity of our position within academia
Assumptions stemming **from different understandings about the value of a PhD;**

Lack of official status within institutional structure may influence core team perception of us

Course Instructors **don't really seem to take our own research interests/project seriously**

Different perceptions between SL and FASS core team as to what constitutes '**personal closeness**' in tutor role



Common themes- II

Course Coordinators & Instructors

Language/writing/academic skills teacher
(pedagogical perspective)

Grading, designing rubrics, creating content, peer
teaching (involved in the other roles but not primarily)

Position of EAP practitioners valuable within broader
context of academic for integrating language with
research/content

Acknowledge importance of SL facilitators having at
least some social sciences background

One-on-one interaction with students

Graduate Students (Co-teachers)

Academic English Instructors / Teachers of academic
writing/academic skills

Pedagogical perspective

Experience

Asking/ receiving help (Organizer/ class mom)

*Teaching ethics of learning and writing in an
academic environment

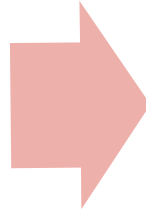


In search of an identity: Metaphors

- Butler stance – Raimes- 1991
- Third space- Whitchurch (2008)
- Multiple personality disorder (Ilkem & Merve) – Juggler

Butler stance - Raimes- 1991

According to Raimes, the 'butler stance' designation is predicated on the assumption that writing courses (such as EAP courses) are 'service courses, in the service of the larger community ... [a view that] positions language and composition courses outside of academia, with no academic process of their own' (p. 243)



Within institutions, EAP practitioners adopting the 'butler stance' are expected to adopt the identity of skilled technicians whose work supports the larger enterprise of the university in terms of language competence development, but they are not required to engage intellectually with the larger, collective knowledge-building role of the university, such as in theory development or in undertaking research that relates to the curriculum and pedagogy of their subject



Third space- Whitchurch (2008)

Whitchurch (2008) describes the third space in higher education contexts as one which exists “between the traditional binary of an academic domain and an administrative or management domain that supports this” (p. 378)

Third space professionals exist in different contexts across the university and have mixed identities: *they straddle the professional and academic domains in that they are not faculty members*, whose work traditionally includes research, teaching, and “third-leg” functions, nor are they strictly administrators supporting the academic domain.



Multiple personality
disorder
Juggler/ Plate
Spinner





DISCUSSION

1. Can you think of similar identifications that are prevalent in your own institution?
2. Do you think the way we are perceived has anything to do the with the following?
 - Professional development: command over EAP theories
 - Academic development; degrees; MA, Phd
 - Experience
 - The current political, social, economic forces
 - Transitioning from being a TESOL to EAP teacher



PADLET:



<https://padlet.com/ilkem/baleap-2023-differing-perceptions-differing-expectations-who-p0wnyphd6h65c5x6>

ISSUES

1

Whether EAP
is a research-
informed
academic
subject or a
peripheral
support service?

2

Persona and
role inside &
outside the
classroom

3

Recognition
for scholarly
efforts?

4

Hierarchy

