

The background of the slide features a complex network diagram. It consists of numerous small, semi-transparent circular nodes in shades of brown, tan, and grey, interconnected by thin, light-colored lines. The nodes are distributed across the entire frame, with a higher density in the upper right and lower right areas, creating a sense of a vast, interconnected web or network.

BALEAP 2023

**Shifting perceptions:
Establishing common
ground for more effective
integration of EAP
practitioners in academia**

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Who are we? The institution / course

Sabanci University: Istanbul, Turkey; 1999; private, liberal arts
5000 students, mainly CS and engineering

Freshman year: Social Political Science (SPS 101/2)

Who are we? The facilitators / instructors

- Professional EAP / ESL teachers (SL facilitators)
 - Co teaching: MA / PhD. students (FASS facilitators)
 - Lecturers: history / political sciences
- **Collaboration:** starting 2016

Research rationale & aims

- **Issues:**

- Diverse professional / academic backgrounds & levels of experience
- Differing expectations / perceptions

- **Aim:**


investigate the role of SL facilitators within the framework of SPS;

compare how perceptions differ across groups;

establish a framework for promoting common ground



Methods: data collection

- Interviews (online) with
 - SL facilitators
 - FASS facilitators
 - Lecturers
- 

co-teacher 10

RESULT
SL
facilita
roles /
labels

skills teacher 10

coordinator 1

grader 1

material designer 4

tutor 4

tutor 4

learn
enviro
1

collaborator
3

(pedagogical) experts
7

feedback
provider 3

mentor 8

exams
2

language
teacher 6

equals 5

peer 1

administrator 1

curriculum
designer 1

teacher trainer 1

teaching objective 1

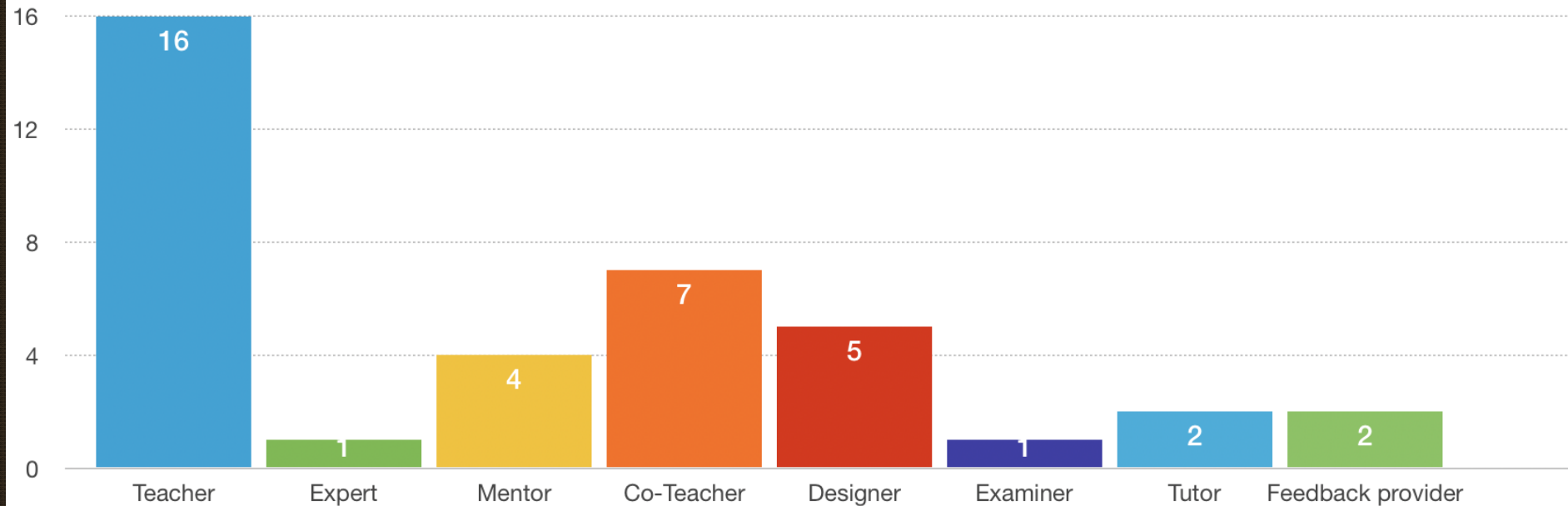
teacher of academic integrity **3**

FASS facilitator perspective (1)

FASS Facilitator

CODE	FREQUENCY
Teacher	16
Expert	1
Mentor	4
Co-Teacher	7
Designer	5
Examiner	1
Tutor	2
Feedback provider	2

Teacher: skills (12), content (1), language (1), academic integrity (2)



Sample comments:

Other than that, I think it's good to have an SL facilitator that actually kind of, since in most cases they're much more **experienced** than FASS facilitators, to kind of make the class more, how can I say, dynamic in a sense. And what I mean by this is that, like in my previous experiences I've worked with SL facilitators who actually like, because they're more into this stuff about like **pedagogical aspects of teaching** and how to actually relate to students using different - especially in the case of online education tools, etc. etc

... assisting FASS facilitator when they initiate their academic career basically. So I remember when I first came I was going to make my first class and you were very kind to **give me some tips**, show me some of the best practices, even observing the second hour, what you did and also the other facilitators. You know you get things, but when you're alone in the classroom it made me very nervous, so I think it's also good to have **supporting, nurturing role** for the beginner facilitators...

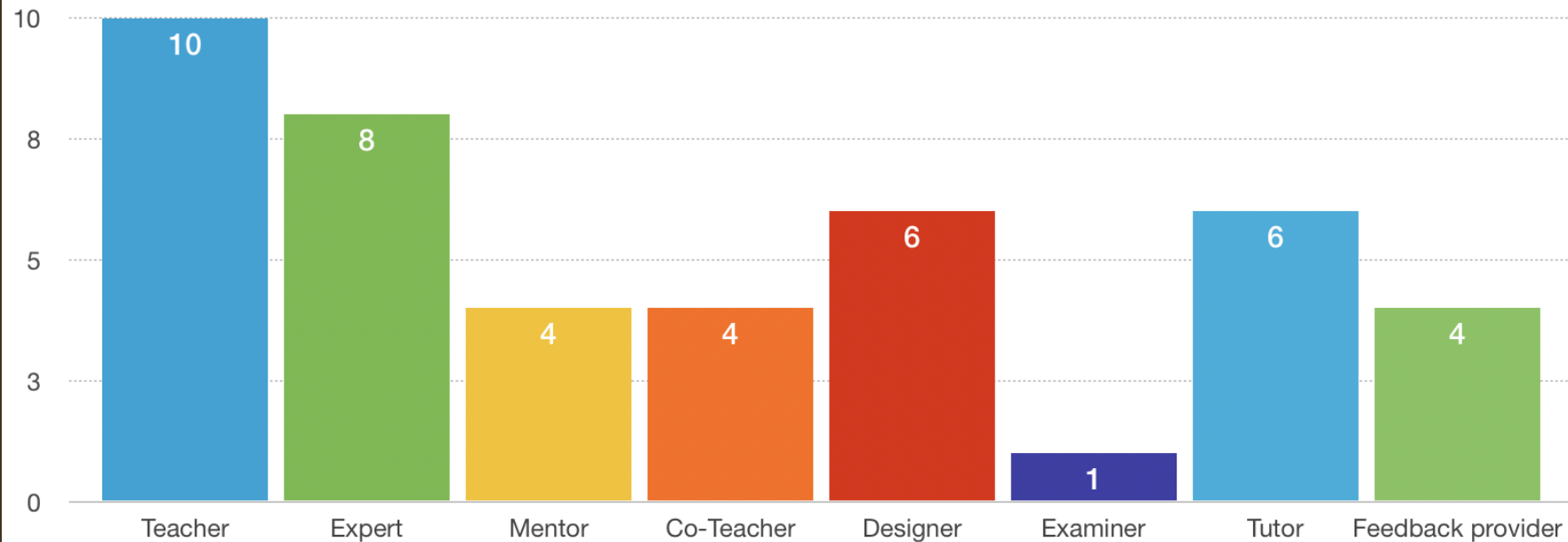
First one, I don't really sense that they have **a strong role in administration of the course** because as I mentioned they should definitely have a more saying in determining the content of assignments and writing because that's their speciality. But since I think... this is my perception; I don't know whether it's true or not. But I get the sense that the course curriculum is already defined, has been already defined when SL facilitators are part of the course. In that sense **they don't really have a say in changing assignments**. And I really remember how SL facilitators were trying to adjust some questions because they are not suitable for academic writing or people cannot get the sense of assignments. I think that's the one of the biggest reason why they **cannot perform the role of researcher** - academic researchers - and that's why maybe they cannot see themselves, at least for like what I get. I think I can summarize it like that.

SL facilitator perspective (2)

Lecturer

CODE	FREQUENCY
Teacher	10
Expert	8
Mentor	4
Co-Teacher	4
Designer	6
Examiner	1
Tutor	6
Feedback provider	4

Teacher: skills (12), Content (2)



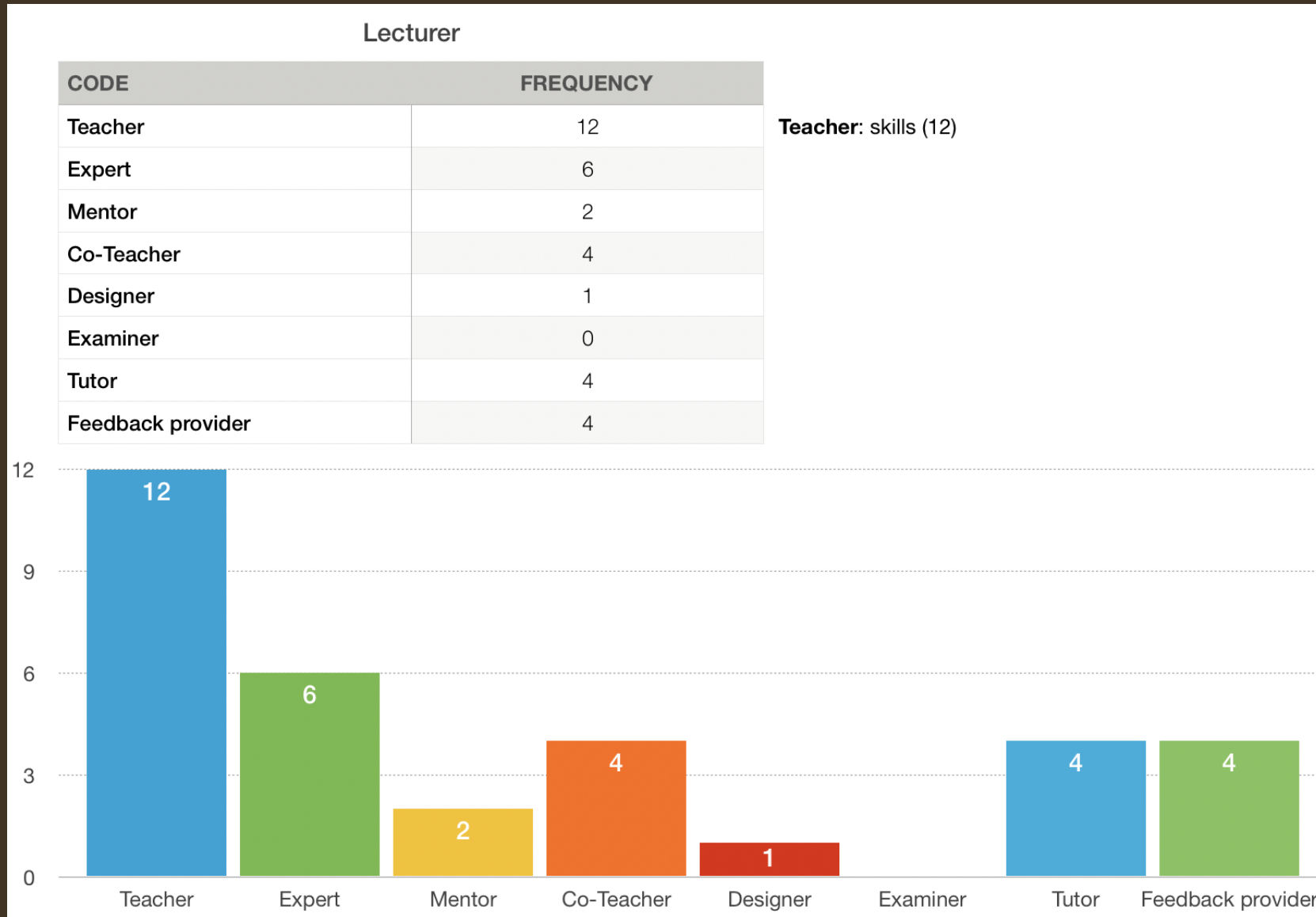
Sample comments:

I think the only thing that they really see us as being of value is **language tutor or teacher**...

What about **curriculum and course design and examiner**? Do do you think they see any benefit in heaving us?

I don't think they do, particularly on the examining side but also from the curriculum side. I don't think they do, and I think it's one of the biggest problems in the course. It's one of the issues that it's either a big blind spot to them or they just refuse to accept that that might be what our kind of experience, expertise and training has been focused on. And so, when we first started this course, I can remember the very first few meetings we had; we were quite enthusiastic to start talking about **curriculum, course design and different things**. And it was seemingly a bit of an open mind and acceptance to that, and it was **very quickly sort of shut down** after that where the opportunities to add to things. Now I think that to counter to this as well we get to organize all of our worksheets and objectives and yes, we do get to do a little bit of that. But there's still really big decisions made about curriculum for example all of graded tasks which eat into all of our time and you're doing that way. I recognize that there are differences of views and opinions in terms of what the curriculum should look like within the group, as well. But I feel like **if reins were loosened a little bit, then we could certainly work to a more effective level.**

Lecturer perspective (3)



Sample comments:

What I do think is that students probably also realize that SL facilitators may indeed have like far more background in teaching. **They have lots of experience in teaching**, and they can teach those skills also to them, and then of course from the FASS facilitators it looks like they may still have other expectations

... in the beginning I noticed that well there are certain well things that maybe **FASS and SL are approaching in a different way**, and we can both learn from those things you know like perhaps we understood like for instance in FASS we had this **very different concept of plagiarism** compared to SL, like the level of students in the first year is of course also different from prep year, and we had different approaches to that. And so for instance there we had to like **talk about it and see like how we could come to a certain agreement**. So I think perhaps there we had not exactly the same ideas about certain things, and ok so maybe there **we can learn from one another**.

Well, what I've seen so far and I found that also very nice I mean that there is also somehow some **peer teaching** involved you know, like how there are certain well perhaps some of you have certain skills, right, and others may have not learned those things, and **they can benefit from those skills and then you teach one another, you give like workshops about those things**. I like that part, specifically, and I think that's a nice part of the role of SL as well you know like that peer learning and teaching at the same time.

Comparison of data: areas of **divergence** and **common ground**

Label/Perspective	SL Facilitator	FASS Facilitator	Lecturer
Teacher	10/43 (23.2%)	16/38 (42%)	12/33 (36.4%)
Expert	8/43 (18.6%)	1/38 (2.5%)	6/33 (18.2%)
Mentor	4/43 (9.3%)	4/38 (10.5%)	2/33 (6%)
Co-teacher	4/43 (9.3%)	7/38 (18.4%)	4/33 (12.1%)
Designer	6/43 (13.9%)	5/38 (13.2%)	11/33 (33.3%)
Examiner	1/43 (2.3%)	1/38 (2.5%)	0/33 (0%)
Tutor	6/43 (13.9%)	2/38 (5%)	4/33 (12.1%)
Feedback provider	4/43 (9.3%)	2/38 (5%)	4/33 (12.1%)

Minding the gap in perceptions!

Visibility:

- **Exploiting: pedagogical experience** (workshops, training programs etc.)

GR501 teacher training course

- **Promoting: researchers** (presenting at conferences)
active involvement in **course design**

Future? Student perspective / online vs f2f