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***‘The (T)EAP of the Iceberg: The Role of
Qualifications in Teaching English for
Academic Purposes’***

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Master of Arts

TESOL (Teaching English to Speakers of Other Languages)

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Abstract

The role of qualifications in UK EAP is an area that, to date, has received only minimal attention, with EAP having no universally recognised qualifications of its own, instead drawing on the qualifications of its sister field, EGP. Following recent analyses which downplay the significance of (T)EAP-specific qualifications, this study presents an altogether more auspicious account of their worth to both (T)EAP practitioners and the industry as a whole. Semi-structured interviews were carried out with twelve veteran EAP recruiters representing different UK universities. The findings cast doubt on the efficacy of General ELT qualifications for (T)EAP and suggest a greatly enlarged role for (T)EAP-specific qualifications going forward; further, and somewhat surprisingly, they indicate that BALEAP is perhaps not best placed to lead this charge. Based on the findings, the study recommends an industry-benchmarked, employment-based Master's programme as the best way forward for (T)EAP practitioners and the industry's overall symbolic capital.

Table of Contents

<i>Acknowledgements</i>	i
<i>Abstract</i>	ii
<i>Table of Contents</i>	iii
<i>Acronyms</i>	vi
Chapter 1: Introduction	1
1.1. <i>Qualifications in ELT & EAP</i>	1
1.2. <i>Research Questions</i>	2
1.3. <i>Nature of the Research</i>	2
Chapter 2: Literature Review	3
2.1. <i>Qualifications</i>	3
2.1.1. <i>Qualifications as Cultural & Symbolic Capital</i>	3
2.1.2. <i>Qualifications as Vocational Tools</i>	4
2.1.3. <i>How Valuable are Qualifications?</i>	5
2.2. <i>Qualifications in ELT</i>	6
2.2.1. <i>Qualifications as Credentials</i>	6
2.2.2. <i>Qualifications as ‘Prepared/Equipped’</i>	7
2.3. <i>English for General & Academic Purposes</i>	10
2.3.1. <i>The Relationship between EGP & EAP</i>	10
2.3.2. <i>EGP & EAP: Key Differences</i>	11
2.3.3. <i>Challenges to EAP’s Distinctness</i>	13
2.3.4. <i>The Transition from EGP to EAP</i>	15
2.4. <i>(T)EAP-Specific Qualifications</i>	16
2.4.1. <i>Background to (T)EAP-Specific Qualifications</i>	17
2.4.2. <i>(T)EAP-Specific Qualifications & Professional Recognition</i>	18
Chapter 3: Methodology	20
3.1. <i>Revisiting my Research Questions</i>	20
3.2. <i>Rationale for Qualitative Research</i>	20
3.3. <i>Ontological & Epistemological Considerations</i>	21
3.4. <i>Research Sample</i>	21
3.5. <i>Ethical Considerations</i>	22
3.6. <i>Interview Procedure</i>	22
3.7. <i>Thematic Data Analysis</i>	24
Chapter 4: Findings	26

4.1.	<i>Research Question 1: How Recognised are General ELT & TESOL-/ (T)EAP-Related Academic Qualifications among UK EAP Recruiters?</i>	27
4.1.1.	<i>General Recognition of Qualifications</i>	28
4.1.2.	<i>Recruiters' Current Qualification Preferences</i>	29
4.1.3.	<i>Attitudes towards (T)EAP-Specific Qualifications</i>	31
4.1.4.	<i>Who Should Provide (T)EAP-Specific Qualifications?</i>	34
4.2.	<i>Research Question 2: To What Extent do these Qualifications Match the Reality of Teaching EAP?</i>	36
4.2.1.	<i>General ELT Qualifications</i>	37
4.2.2.	<i>Academic Qualifications</i>	38
4.2.3.	<i>The (T)EAP Context</i>	40
4.2.4.	<i>Recruiters' Ideal (T)EAP Qualifications</i>	42
	Chapter 5: Discussion	47
5.1.	<i>The Place of Qualifications in EAP</i>	47
5.2.	<i>Recruiters' Attitudes towards Qualifications for (T)EAP</i>	48
5.2.1	<i>General ELT Qualifications</i>	49
5.2.2	<i>Academic (including [T]EAP) Qualifications</i>	50
5.3.	<i>Synthesis of Theory & Practice</i>	52
5.4.	<i>The (T)EAP Context</i>	52
5.5.	<i>The Road Ahead for (T)EAP Qualifications</i>	53
5.5.1.	<i>Universally Recognised or Multiple?</i>	54
5.5.2.	<i>What Form Should They Take?</i>	55
5.5.2.1.	<i>Suggestion 1: Part-Time Master's-Level (T)EAP Qualification</i>	55
5.5.2.2.	<i>Suggestion 1: Analysis</i>	55
5.5.2.3.	<i>Suggestion 2: In-Service Portfolio-Based (T)EAP Qualification</i>	56
5.5.2.4.	<i>Suggestion 2: Analysis</i>	56
5.5.3.	<i>Who Should Provide & Regulate Them?</i>	57
5.5.3.1.	<i>BALEAP, Trinity, UCLES, British Council</i>	57
5.5.3.2.	<i>Advance HE</i>	57
5.6.	<i>Final Recommendations</i>	58
	Chapter 6: Conclusion	59
6.1.	<i>Limitations</i>	59
6.2.	<i>Primary Implications & Recommendations</i>	59
6.3.	<i>Secondary Implications & Further Research</i>	60
6.4.	<i>Closing Comments</i>	61
	<i>Bibliography</i>	62

<i>Appendix A: Participant Information Sheet</i>	<i>70</i>
<i>Appendix B: Participant Consent Form</i>	<i>71</i>
<i>Appendix C: Interview Schedule</i>	<i>72</i>
<i>Appendix D: Transcript Sample</i>	<i>75</i>

Acronyms

BALEAP	British Association of Lecturers in English for Academic Purposes
CEFR	Common European Framework of Reference for Languages
CELTA	Certificate in Teaching English to Speakers of Other Languages (UCLES)
CertTESOL	Certificate in Teaching English to Speakers of Other Languages (Trinity)
CFTEAP	Competency Framework for Teachers of English for Academic Purposes
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
Covid-19	Coronavirus Disease
DELTA	Diploma in Teaching English to Speakers of Other Languages (UCLES)
DipTESOL	Diploma in Teaching English to Speakers of Other Languages (Trinity)
EAP	English for Academic Purposes
EGP	English for General Purposes
EGAP	English for General Academic Purposes
ELT	English Language Teaching
ESAP	English for Specific Academic Purposes
HE	Higher Education
IELTS	International English Language Testing System
NNEST	Non-native English Speaking Teacher
NQT	Newly Qualified Teacher
PG Cert/PGC	Postgraduate Certificate
PGCE	Postgraduate Certificate in Education
PG Dip	Postgraduate Diploma
PIM	Professional Interest Meeting
(T)EAP	(Teaching) English for Academic Purposes
TESOL	Teaching English to Speakers of Other Languages

<i>UCLES</i>	University of Cambridge Local Examinations Syndicate
<i>VET</i>	Vocational Education and Training

Chapter 1: Introduction

The first chapter of my dissertation provides the context and rationale for the subsequent research on qualifications in EAP. I commence the section with a discussion on the background of qualifications in ELT, including the recent advent of (T)EAP-specific qualifications and their role. I then outline my two research questions, highlighting how I believe they will contribute to existing research before finally explaining the nature of my research.

1.1. Qualifications in ELT & EAP

My interest in qualifications in EAP stems from a curiosity about the general worth of qualifications as well as a heartfelt belief that EAP, in not getting to grips with its qualifications situation, is missing an important trick – one that has implications for its pedagogy, unity and industrial reputation. Indeed, even a brief exploration of the literature reveals that EAP piggybacks on the qualifications of its sister field, EGP, as well as academic Master's degrees in, for example, Applied Linguistics/ELT/TESOL (Alexander, 2007; Bell, 2016; Ding & Campion, 2017). While these qualifications signify professionalisation of the broader ELT field (Barduhn & Johnson, 2009), it is important to stress they are often not fit for purpose for (T)EAP; as evidence, a number of authors have suggested the need for both General ELT and academic qualifications for (T)EAP (Errey & Ansell, 2001; Alexander, 2007; 2010). As a field whose financial and professional growth increasingly eclipses ELT's own (Sharpling, 2002; Martin, 2014; Bell, 2018), however, I suggest this is highly problematic for EAP's internal and external security.

While the arrival of more (T)EAP-specific qualifications in the UK in recent years (such as those offered by the Universities of Brighton, Glasgow and Leicester) is to be welcomed, these courses are largely disunited in their scope and aims (Campion, 2012; Ding & Campion, 2016; BALEAP, 2020), with many “fail[ing] to stand the test of time” (Campion, 2016: 62). Likewise, there remains a dearth of research on the preparatory and symbolic efficacy of these courses despite their demonstrable demand across the sector (Bell, 2016; Basturkmen, 2017; Ding & Bruce, 2017). Against this inauspicious background, it is therefore the intention of my research to investigate the value of (T)EAP-specific and other General ELT and academic

qualifications for (T)EAP from the perspective of those responsible for recruiting EAP staff, including next steps for the industry. This is reflected in the research questions below.

1.2. Research Questions

This dissertation will examine the following research questions:

- *How Recognised are General ELT & TESOL-/(T)EAP-Related Academic Qualifications among UK EAP Recruiters?*
- *To What Extent do these Qualifications Match the Reality of Teaching EAP?*

The research aims to investigate the value of these qualifications from the perspectives of well-established senior recruiters in the UK EAP sector, providing a counterpoint to previous studies which collectively prioritise the perspectives of teachers transitioning from EGP-EAP (Post, 2010; Elsted, 2012; Martin, 2014; Campion, 2016). It is hoped that by targeting senior recruiters this will provide a far deeper analysis of the issues at hand, to cover not only the narrow EGP-EAP transition phase (upon which I suggest the EAP literature places too much emphasis) but also the far bigger picture of post-transition (T)EAP.

1.3. Nature of the Research

The present research draws on data collected from semi-structured interviews. It is thus highly qualitative in nature, reflecting my intersubjective understanding of the world and preference for experiences and opinions over facts. It is by listening to the recruiters' experiences and opinions of qualifications that I propose to make sense of the complex reality of qualifications in (T)EAP.

Chapter 2: Literature Review

In this chapter, I will discuss: (1) the general literature on qualifications, where I intend to highlight their symbolic and vocational importance; (2) the literature on qualifications in ELT, and their functions as credentials and forms of teaching preparation; (3) the differences and similarities between EGP and EAP, as reported in the literature; and (4) the role and importance of (T)EAP-specific qualifications.

2.1. Qualifications

In order to understand the relevance of qualifications to both ELT and EAP, it is first necessary to examine their wider philosophical and vocational value. For this purpose I will: (1) acknowledge the cultural and symbolic value of qualifications inherent in Bourdieu's (1986) work on capital; and (2) examine the vocational importance of qualifications as reported in the VET literature.

2.1.1. Qualifications as Cultural & Symbolic Capital

Bourdieu has asserted that the principles of economic value extend to the cultural and social realms, creating a "system of exchanges whereby assets of different kinds are transformed and exchanged within complex networks or circuits within and across different fields" (Moore, 2012: 99). Bourdieu recognises that, within these networks, educational qualifications are "constant, legally guaranteed [forms of cultural] value" that equate to other forms of capital (1986: 20). They therefore resemble currency and also distinguish "officially recognised, guaranteed competence [from] simple cultural capital [i.e. skills without qualifications], which is constantly required to prove itself" and which "yield[s] only ill-defined profits, of fluctuating value" (ibid.: 20-1). For this reason, Bourdieu shares Pennington's (1992: 16) assessment that qualifications are the "yawning chasm between the A.B.D. ('all but dissertation' doctoral student) and the person who holds a PhD." Moreover, while Bourdieu relates the cultural and symbolic impact of qualifications in terms of the individual, I would extend Bourdieu and suggest that the "performative magic of the power of instituting" (1986: 21) also works for the cultural, social and symbolic valorisation of those industries insisting upon qualifications as benchmarks and barriers to entry. They may therefore be likened to Searle's (2010) status function declarations, as speech acts enshrining the institutional and symbolic status of

certain practices. As I will argue in Sections 2.2. and 2.4., qualifications are thus instrumental in raising the professional and pedagogic profile of ELT/EAP practitioners, as well as the industry at large (cf. Pennington, 1992; Barduhn & Johnson, 2009).

2.1.2. Qualifications as Vocational Tools

In order to understand the practical, vocational importance of qualifications to ELT/EAP, it is instructive to refer to the wider VET literature. Echoing Bourdieu's propositions above, this literature asserts three main purposes of qualifications: (1) facilitating entry and progression in the labour market (economic capital); (2) guaranteeing the knowledge and skills required for higher level study (cultural capital); and (3) supporting social mobility and societal participation (social capital) (Wheelahan & Moodie, 2017). Qualifications are thus attractive particularly among education and government stakeholders who, like Bourdieu, regard them as tangible outcomes of training that support mutual international recognition and comparison of knowledge and skills (Selby Smith & Ridoutt, 2007). However, employers do not agree on the meaning of the term 'qualification' (Wheelahan & Moodie, 2017) despite consensus on qualifications involving some form of documentation, for which certificates, diplomas and university degrees are the most recognised and financially rewarded documents (Selby Smith & Ridoutt, 2007).

As I will presently demonstrate, the issues above are relevant to the ELT/EAP industry (cf. Stanley & Murray, 2013). I would also point out four further findings from the VET literature that will become relevant in the light of my research's findings:

- Qualifications are recognised as "certificate[s] of competency" required for certain roles (Selby Smith & Ridoutt, 2007: 182; cf. Bourdieu, 1986);
- Qualifications support screening and signalling within recruitment and promotion processes (Ridoutt *et al.*, 2005);
- Qualifications inform management decision-making and training needs (Wheelahan & Moodie, 2017);
- Qualifications mitigate business risks and provide "assessment of [the] knowledge and skills" deemed most critical to productivity (Selby Smith & Ridoutt, 2007: 190).

Having examined the role of qualifications in the VET literature and how they may be relevant to ELT/EAP, I will now explore their value in the eyes of employers.

2.1.3. How Valuable are Qualifications?

Regardless of their benefits, employers value qualifications conditionally (Ridoutt *et al.*, 2005; Selby Smith & Ridoutt, 2007). This is particularly the case among smaller businesses where qualifications are instrumentally valued as well as enterprises engaged in high levels of change and innovation (Ridoutt *et al.*, 2002; Selby Smith & Ridoutt, 2007). I suggest this is similarly the case in ELT/EAP, where recruiters' attitudes to qualifications fluctuate in accordance with their particular wants and needs (cf. Barduhn & Johnson, 2009; Ding & Bruce, 2017).

Another crossover between the VET and ELT/EAP literature, I would argue, relates to employers' valuation of experience over qualifications, where experience equates to generic workplace skill forged over time (Selby Smith & Ridoutt, 2007; Alexander, 2007). While qualifications in theory make skills visible to employers (Field, 2016), there is widespread evidence of skills mismatches between qualifications and occupations globally (Wheelahan & Moodie, 2017). This challenges Bourdieu's (1986: 21) assertion that qualifications represent "guaranteed competence" and has led employers and governments to seek employer-driven, work- and competency-based solutions to formal qualifications (Bratsberg *et al.*, 2020). A similar solution, which I shall argue for in Chapter 5, has yet to emerge in ELT/EAP.

Concluding this section, it is worth reiterating qualifications' role as symbolic stockpiles of cultural capital benchmarking both individual and industrial value, as well as their practical, vocational worth to governments, enterprises and employees. While employers' valuation of qualifications is typically conditional upon the extent to which they support employers' skills requirements (Selby Smith & Ridoutt, 2007), I would draw attention to Ridoutt *et al.* (2005: 12), who observed that yielding maximum value from qualifications necessitates their wholesale engagement by "communities of trust" – an observation, I suggest, that carries an important message for those who resist the expansion of qualifications in EAP. In the next section, I will examine the role that qualifications have to date played within ELT.

2.2. Qualifications in ELT

Echoing the broader VET qualifications discussion, Stanley & Murray (2013: 102) have asserted that “the notion of a ‘qualified’ English language teacher is somewhat nebulous; it means different things to different people in different contexts.” Unpacking the term ‘qualified’, they offer two interpretations – “credentialled and prepared/equipped” (2013: 103) – and suggest that in ELT the former does not automatically entail the latter, thus mirroring the wider qualifications/skills mismatch dilemma identified in the VET literature above. Nevertheless, I will explore both interpretations from the perspective of the literature to establish (1) the state of play of ELT credentials and (2) the extent to which they are perceived to prepare/equip teachers.

2.2.1. Qualifications as Credentials

As Ferguson & Donno (2003: 26) observed some years ago, there is a “curious” paucity of research into ELT credentials globally despite the “relatively large scale of this training activity.” Indeed, this remains the case today, with the small cluster of available studies focusing on the efficacy and appropriateness of one-month pre-service courses, most notably the UCLES CELTA (Ferguson & Donno, 2003; Hobbs, 2013; Higginbotham, 2019). The historic research emphasis on the CELTA has not only stolen attention from the equally rigorous albeit less popular rival Trinity CertTESOL course, but it also belies the extent of ELT’s 40-year professionalisation (Barduhn & Johnson, 2009). Describing the current situation, Bell (2016: 276-7) writes:

“[F]or anyone wishing to start their career and find a ‘proper’ job in ELT, a CELTA or [CertTESOL] has now become an absolute sine qua non, and for progression to more senior ELT positions, or indeed to get involved in EAP, a Diploma qualification is turning into much more of a desired commodity.”

Occupying the present UK ELT qualifications landscape, then, is not only the CELTA/CertTESOL but also in-service diplomas (such as the UCLES Delta/Trinity DipTESOL) as well as Master’s degrees in, for example, Applied Linguistics/ELT/TESOL and more recently (T)EAP (Barduhn & Johnson, 2009; Ding & Campion, 2016). Nevertheless, while these qualifications are all recognised as forms of professional currency enjoying “hegemony” in ELT today (Bell, 2016:

319), it is the CELTA (and to a lesser extent the CertTESOL) that throughout much of the world remains the all-important industry access point, gatekeeping entry to the ELT profession.¹

Indeed, while these one-month pre-service certificates (in particular the CELTA) have been criticised for “not guarantee[ing] future effectiveness as a teacher” given (among other things) their brevity (Barduhn & Johnson, 2009: 2) – a matter that presumably has led to the more advanced diploma qualifications – this overlooks their value as Bourdieuan litmus tests of basic teaching competence governing entry and subsequent progression within the industry (Phipps, 2015). I would argue that this value is evidenced in the industry’s historic adherence to these entry-level certificates, whose renowned difficulty, durability to criticism and adaptability to wider industry changes have identified them as a gold standard, with professional and symbolic implications for the bearer and the industry at large (Ferguson & Donno, 2003; Kanowski, 2004; Anderson, 2020).

Having established the state of play of UK ELT credentials, including the gatekeeping function of the CELTA, I will now examine these qualifications’ efficacy in preparing/equipping teachers for ELT.

2.2.2. Qualifications as ‘Prepared/Equipped’

The literature analysing ELT qualifications’ preparatory efficacy is perhaps best viewed through the prism of Stanley & Murray’s (2013) teaching capital model. Drawing on Bourdieu (1986) for inspiration, Stanley & Murray assert that a qualified (prepared/equipped) teacher must possess language, methodological and intercultural capital in both declarative (knowing that) and procedural (knowing how) forms. Their study, whose framework supports the isolation of “‘training gaps’ in teachers’ abilities” (2013: 106), examines the CELTA and Masters in Applied Linguistics/ELT/TESOL. Referencing their model, I will consider the literature on these courses (including the CertTESOL) before briefly considering diplomas.

The first measure of teaching capital, language capital, is broken into knowledge about language (declarative) and the ability to use language (procedural; a matter I will not address below as, to my knowledge, improving teachers’ linguistic competence is not a core aim of

¹ Research by UCLES (2018) highlights that three quarters of ELT jobs now require a CELTA. By contrast, only a quarter of employers ask for CELTA’s nearest equivalent, the CertTESOL.

any of the qualifications discussed in this chapter) (Stanley & Murray, 2013). Focusing on the former, Masters in Applied Linguistics/ELT/TESOL “generally give a good account of themselves” with most including at least one module focusing on grammar, discourse, phonology, semantics or lexis (Stanley & Murray, 2013: 107). By contrast, both the CELTA/CertTESOL syllabi pay far less attention to teaching about the language (declarative input), focusing instead on teaching practice (Trinity College London, 2020a; UCLES, 2020a). While this may help newly qualified teachers (NQTs) navigate classroom management, it has led many to report weaknesses in their linguistic (particularly grammatical) awareness (Kanowski, 2004; Green, 2005; Stanley & Murray, 2013).

In terms of declarative methodological capital, Applied Linguistics/ELT/TESOL Masters are likely to carry considerably more weight than CELTAs/CertTESOLs owing to their overall length and rigour as well as their typical inclusion of a methodology-focused module (Stanley & Murray, 2013). However, as an opportunity for students to “return to ‘first principles’ and adjust and adapt their pedagogy” (Stanley & Murray, 2013: 108), I would argue that the reflective value of these modules is thrown into doubt when we consider that the majority of Master’s programmes now accept students with no teaching experience, and whose expectation is to develop this procedural methodological capital on the course (Papageorgiou *et al.*, 2018). While this renders the inclusion of a practicum all the more important, there remains only a patchy, variable offering of practical teaching opportunities across these programmes in the UK, as Papageorgiou *et al.* (2018) have demonstrated. They are thus unreliable as guarantors of either declarative or methodological capital.

By comparison, CELTAs/CertTESOLs explicitly prioritise procedural over declarative methodological practice, as substantiated in their focus on teaching practice and practice-based self-reflection (Trinity College London, 2020a; UCLES, 2020a). Teachers and employers have recognised this as a strength of these courses, describing Masters as “too theoretical” (Kanowski, 2004: 4). Moreover, while 90% of respondents in Green’s (2005) study felt that the CELTA prepared them for their first teaching post, others complained that it did not equip them for different contexts or for teaching young learners (Higginbotham, 2019); a matter worsened by the reported lack of CPD offered to NQTs across the world (Hobbs, 2013; Higginbotham, 2019). This is unfortunate as capitalising on these courses’ procedural value

often requires further investment in teachers' knowledge around classroom management, curriculum/materials and lesson planning (Higginbotham, 2019).

A further area for which CELTA/CertTESOL graduates have expressed a lack of employer support relates to the cultural challenges of teaching in another country (Higginbotham, 2019). Stanley & Murray (2013) have suggested that the procedural intercultural capital required to make this transition is not available on one-month pre-service courses but can be found on Applied Linguistics/ELT/TESOL Master's programmes whose students may have greater opportunity for intercultural contact resulting from their studies. They have also stressed the declarative intercultural value of Master's programmes, which frequently include modules such as Intercultural Communication (Papageorgiou *et al.*, 2018). While I would suggest this is uncontentious, I would nevertheless temper Stanley & Murray's assessment that the CELTA/CertTESOL offers a dearth of intercultural capital by drawing attention to these courses' international spread and intercultural uptake, as well as their inclusion of 'trading places' input sessions (as my own experience of learning Gaelic testifies); modest attention to learning context and language culture is also present in both courses' assessment (Trinity College London, 2020a; UCLES, 2020a).

Importantly, Stanley & Murray (2013) do not examine the UCLES Delta/Trinity DipTESOL against their teaching capital model. While the Delta has been investigated extensively (Borg, 2015; Borg & Albery, 2015; Pulverness, 2015), research into the DipTESOL remains sparse. Regarding the Delta, Borg (2015: 555) has stated:

"[T]eachers experienced enhancements in their practical skills, theoretical knowledge, planning and interactive decision-making skills, criticality, reflective ability, awareness of their beliefs, strengths and weaknesses, confidence and self-esteem, awareness of learners, attitudes to teaching [...] and professional development."

These qualities, which are similarly emphasised in the DipTESOL syllabus (Trinity College London, 2020c), appear to confirm that diplomas go far beyond certificates and Masters in developing teaching capital and thus preparing/equipping teachers for ELT. Likewise, I would posit that both qualifications offer trainees/employers a recognised and trusted standard that is not dogged by variability (as with Masters) or the methodological prescriptivism of the

CELTA (though my experience of working with Delta-trained teachers suggests it is still highly prescriptive) (Borg & Albery, 2015; Papageorgiou *et al.*, 2018); they also accommodate teachers' beliefs, interests and personal/professional needs (Pulverness, 2015).

Having considered the preparatory effectiveness of certificates, Masters in Applied Linguistics/ELT/TESOL and finally diplomas, it is important to underscore the avowedly general nature of these ELT qualifications – a point that leads me to question their suitability for (T)EAP. In the next section, therefore, I will examine the differences and similarities of EGP and EAP to assess the basis of this question.

2.3. English for General & Academic Purposes

In pursuit of an answer to the above question, I will examine the ways in which (T)EAP is distinct from General ELT/EGP. I intend to explore the following areas: (1) the relationship between EGP and EAP; (2) key differences between the two fields; (3) challenges to EAP's distinctness from EGP; and (4) the transition from EGP to EAP.

2.3.1. The Relationship between EGP & EAP

It is widely understood that ELT is not a single entity but an umbrella term for a range of English practices (Hutchinson & Waters, 1987; Bell, 2007; Ding & Bruce, 2017). Two such practices are EGP and ESP, with EAP commonly held to be a division of the latter (Hyland, 2006; Martin, 2014; Basturkmen, 2017). With regard to EGP, this has been described as “a fuzzier and somewhat contentious ‘category’” (Campion, 2012: 4), with Alexander *et al.* (2018: 10) asserting that “in a sense, there is no such thing as general English language teaching” – an immediate challenge to anyone comparing EGP with EAP.

By contrast, EAP's considerable expansion in recent decades (Ding & Campion, 2016) and the accompanying pressures on the industry to identify and justify itself within the Academy (MacDonald, 2016) have led many to identify EAP as “separate and distinct” from EGP (Flowerdew & Peacock, 2001: 177), as corroborated in the literature (Sharpling, 2002; Hamp-Lyons, 2011; Alexander *et al.*, 2018). This has created tension between the fields, however – an irony, King (2012) suggests, given that EAP recruits primarily among EGP teachers, as evidenced by the voluminous EGP-EAP transition literature (Alexander, 2007; Martin, 2014; Ding & Bruce, 2017). Campion (2016: 61; cf. 2012) has also suggested that emphasising the

differences between these fields inhibits a more “holistic” discussion about differences and similarities; a tendency, she continues, that “is reproduced in key professional documents such as the British Council Pathways in EAP” and fuelled by wider misconceptions and “vacuous, over-simplified generalisations” about both fields (cf. King, 2012; Alexander, 2007; 2020). In acknowledgement of Champion’s comments, I will therefore examine both the perceived differences and similarities of EGP and EAP in the following section.

2.3.2. EGP & EAP: Key Differences

There is a range of opinion regarding what distinguishes EAP from EGP, with “different authors [drawing] idiosyncratic attention to different points, depending on their personal interests, perspectives and professional contexts” (Bell, 2016: 32). Scrutiny of the literature, however, reveals widespread convergence on a cluster of features traceable to Strevens’ 1988 (cited in Bell, 2016: 33) distinction between EGP and ESP, in which he identified that ESP – and by extension EAP – is distinguishable from EGP according to the following ‘absolute characteristics’:

- ESP courses are designed to meet specific needs of the learner;
- ESP courses are related to particular disciplines, occupations and activities in terms of their content;
- ESP courses are centred on appropriate language in terms of lexis, syntax and discourse.

Strevens recognised that the character of ESP/EAP is also variable according to context, with the consequence that:

- ESP courses may be restricted to the development of certain skills;
- ESP courses may choose not to follow any specific methodology.

Further, clarifying his assertion that ESP/EAP “is in contrast with ‘General English’”, Strevens (1988, cited in Flowerdew & Peacock, 2001: 13) offers four supporting claims:

- ESP wastes no time because it is focused on learner needs;
- ESP is of high relevance to the learner;
- ESP is successful in imparting learning;
- ESP courses are more cost-effective than courses in EGP.

As Bell (2016) has pointed out, Strevens' first, third and fourth supporting claims are open to interpretation whereas his second claim (ESP/EAP is of high relevance to learners) is more certain, as testified by the extent of agreement with Strevens' absolute characteristics' emphases on learner needs and discipline-specific content, language and discourse as a counterpoint to EGP (Hutchinson & Waters, 1987; Sharpling, 2002; Ding & Bruce, 2017). Similarly, Strevens' claim that EAP is variable across different contexts in terms of skills and methodology resonates widely among authors (Hamp-Lyons, 2001; Hyland, 2006; Bell, 2016) and is reflected in Hyland's (2019: 15) assertion that ESP/EAP is "unashamedly applied".

Moving beyond Strevens, there is widespread recognition that the stakes are higher and time is more pressured in EAP than in EGP, which has often been criticised as aimless and trivial by comparison (Alexander, 2012; Campion, 2016). EAP practitioners may consequently face higher levels of accountability for their actions than EGP teachers (Bell, 2013). In contrast with EGP, it has further been asserted that EAP prioritises content over delivery, as well as skills over language (Alexander, 2007, 2020; Alexander *et al.*, 2018). Reflecting Bell's (2007: 3) assessment that the teaching of language and skills in EGP and EAP "may in fact be poles apart", writers generally agree that EAP is more likely to focus on specialised forms of reading and writing – or speaking and writing (Ding & Bruce, 2017) – than EGP, which instead may emphasise speaking and listening (Hamp-Lyons, 2001; Alexander *et al.*, 2018). Reinforcing this gulf is the widely held view that EAP additionally involves the development not only of study skills but also study competencies and graduate attributes such as autonomy and critical thinking (Sharpling, 2002; BALEAP, 2008; Alexander, 2020).

In attempting to differentiate EAP from EGP, a number of further points have been articulated. These include:

- The role of rhetorical consciousness raising in EAP (Hyland, 2006);
- EAP's concern for academic literacy in addition to English language proficiency (Bell, 2016);
- The importance of institutional awareness in EAP (Sharpling, 2002);
- EAP's emphasis on interdisciplinarity and teacher collaboration (Dudley-Evans & St John, 1998);
- EAP's connection to the Academy and its emphasis on research (Ding & Bruce, 2017);

- Greater equality in the knowledge relationship between the teacher and student in EAP compared to EGP (Alexander *et al.*, 2018).

Having observed the key differences between EGP and EAP, I turn now to the challenges to EAP's distinctness from EGP.

2.3.3. Challenges to EAP's Distinctness

A number of challenges have been mounted against EAP's distinctness from EGP. One recent challenge by Campion (2012; 2016) is that an attention to learner needs is not exclusive to EAP but is also a feature of EGP. In her words, "it is not difficult to think of [EGP] situations such as Cambridge exam classes, which are very much 'needs driven', 'high stakes' for many learners, and purposeful" (2016: 61); it is therefore misleading, she asserts, to distinguish EAP from EGP in this way. This reinforces Alexander *et al.*'s (2018: 10) observation that "every English language teacher [and not just those in ESP/EAP] is operating in a specific situation and has to understand as much as possible about the context." Perhaps the difference then, as Ding & Bruce (2017; cf. Campion, 2012) have commented, is that in EGP it is less easy to discern learners' future specific language use, whereas knowing learners' target needs is at the heart of EAP (Hyland, 2006).

A second challenge relates to Flowerdew & Peacock's (2001) assertion that EAP is distinct owing to its concern with (1) authentic texts, (2) a communicative, task-based approach, (3) custom-made materials, (4) adult learners, and (5) purposeful courses. As Bell (2016: 34; cf. 2007) asserts, while these may be important features of EAP, it is questionable whether they render EAP distinct from EGP as "in more recent years, English Language Teaching in general has also placed more emphasis on using authentic texts, on taking a communicative approach and on making its teaching more purposeful" – a corollary, he posits, of "greater cross-pollination and mobility of practitioners across [ELT] as a whole" as well as a "washing back" (2016: 35) of developments and practices – including CLT – from EAP to EGP. Post (2010) has also criticised Flowerdew & Peacock's (2001) analysis that EAP is simultaneously concerned with authentic and custom-made materials as a contradiction emblematic of wider confusion within the industry. Indeed, the literature's ambivalence on this matter (Hutchinson & Waters, 1987; Alexander *et al.*, 2018; Hyland, 2019) is undoubtedly an obstacle in the quest to locate EAP's distinctness.

A further obstacle hindering this quest relates to (T)EAP methodology. There is widespread agreement that EAP draws to a greater or lesser degree on the CLT practices also found in EGP (BALEAP, 2008; Bell, 2016; Hyland, 2019); for example, EAP teachers may employ both text- and task-based approaches in their lessons (Basturkmen, 2006). The majority position in the literature, however, is that EAP teaching requires more than just a background in CLT owing to the shift in emphasis from smaller to larger units of language (Martin, 2014; Ding & Bruce, 2017; Alexander *et al.*, 2018). Bell (2016: 297) explains:

“[A]s with content knowledge, pedagogic knowledge and pedagogic content knowledge in EAP contexts thus equate to a kind of ELT+, with some crossover and shared common ground between the two fields, but then a number of areas in which the two are markedly different.”

Clearly then, while CLT is necessary for (T)EAP, and indeed plays an important role, it is by no means sufficient; rather, (T)EAP pedagogy should be guided foremost by the specific discourse needs of the learners (Martin, 2014; Bell, 2016; Hyland, 2019). This appears to affirm Flowerdew & Peacock’s (2001: 177) claim “that the methodologies and approaches valid in [EGP] are not necessarily the most appropriate for EAP.” Whether this is enough, however, for EAP to assert methodological independence from EGP remains unclear.

The bifurcation of EAP into EGAP and ESAP is another factor muddying the issue of EAP’s identity and distinctness. As Hyland (2006; cf. Basturkmen, 2017) states, EGAP is focused on teaching language and skills common to all disciplines, whereas ESAP concentrates on discipline-specific language and skills. While EGAP and ESAP may appear to be two sides of the same EAP coin, they are nevertheless largely irreconcilable in the literature (Hyland, 2006; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987), with Champion (2016; cf. Alexander *et al.*, 2018) asserting that the preponderance of EGAP strains traditional conceptions of EAP that emphasise meeting specific learner needs. This undoubtedly poses questions for EAP’s identity going forward.

Along with the above, I would further posit that the existence of different occupational guises of EAP (pre-sessional, in-sessional and, more recently, privately-operated foundation/pathway) not only supports Bell’s (2016) observation that the content knowledge base of EAP is unclear, but also warrants greater industry attention to this “notable lacuna in

the literature” (Basturkmen, 2017: 324) which has received only minimal revision since Ferguson’s (1997: 84) dated stipulation that ESP teachers require “specialised” as opposed to “specialist” knowledge. As with Bell (2016), my concern here is that failure to take stock of EAP’s knowledge base and wider identity at this stage may have implications for EAP going forward, whose already tri-partite occupational identity in the UK alone² may further fragment or fall increasingly into the hands of the private sector as it continues its fast-paced – and worryingly under-investigated – seizure of the market. Efforts to clarify EAP’s knowledge base by authors such as Bell (2016) and Ding & Bruce (2017) are thus a welcome and very timely addition to this end.

2.3.4. The Transition from EGP to EAP

Irrespective of the challenges to EAP’s distinctness from EGP, it is often reported that EGP teachers moving into EAP undergo a difficult transition process (Alexander, 2010; Martin, 2014; Ding & Bruce, 2017), prompting phrases among writers such as being “thrown in at the deep end” (McCarter & Jakes, 2009, cited in Martin, 2014: 290). I will briefly enumerate the literature’s reasons for this difficulty, as well as what is deemed necessary for successful transition.

An upfront challenge to anyone making the “leap into TEAP” (Alexander, 2010: 1), as Campion (2016: 61; cf. Ding & Campion, 2016) has observed, relates to the “limited” accessibility of key professional documents including BALEAP’s (2008) CFTEAP and the British Council Pathways in EAP which “unfortunately [fail] to provide [...] information about *how* teaching in these two areas might differ” (original emphases). Indeed, it could be suggested that these documents are reflective of the wider uncertainty surrounding EAP’s identity described above; nevertheless, for new teachers to EAP this is unhelpful and warrants action including an appraisal of the CFTEAP statements, as Post (2010) suggests.

While Campion’s (2012; cf. 2016) research suggests that teachers with prior experience of EGP and CLT are able to manage an EAP classroom, studies by Sharpling (2002), Alexander (2010) and Martin (2014) reveal that EGP teachers often lack the academic discourse knowledge necessary for (T)EAP. An important means of acquiring this knowledge as well as

² Charles & Pecorari (2015), Bell (2016) and Ding & Bruce (2017) are among those who have highlighted the differences in EAP’s identity across geographical and institutional contexts.

other (T)EAP skills according to Krzanowski (2001), Alexander (2010), Elsted (2012), Bell (2013), Martin (2014) and Campion (2016) is through informal, on-the-job training as well as peer collaboration, with Post (2010) and Elsted (2012) asserting the importance of teachers' attitudinal dispositions to this end.

A further way that teachers can be supported in the transition from EGP to EAP is through undertaking (T)EAP qualifications. Campion (2016: 63) has observed that (T)EAP qualifications "help teachers develop confidence, and the voice which they feel they need [...] to participate in their own discourse community" (2016: 66), echoing earlier work by Krzanowski (2001), Sharpling (2002) and Martin (2014), whose research jointly underscores the importance of EAP teachers having academic discourse awareness. This awareness, Martin (2014) identified, is best developed through academic qualifications, with Krzanowski (2001) and Martin (2014) agreeing that General ELT certificates and diplomas, while essential for (T)EAP classroom management and language teaching skills, are less effective to this end; for example, they do not support teachers' faculties of critical thinking and lifelong learning (Sharpling, 2002), nor do they prepare teachers for teaching academic reading and writing (Krzanowski, 2001). This has been challenged, however, by Ding & Bruce (2017: 102), who have stated that "more recently these [practical] qualifications have included a focus on needs analysis, and on adapting methodology to more specific types of English teaching, including EAP"; a good example of this, I suggest, is Delta Module 3 EAP Specialism.

These distinctions notwithstanding, it is important to recognise that "views about TEAP qualifications, [their content], their status, and the role that they might play, are all issues which remain very much in need of further discussion" (Campion, 2016: 63; cf. Ding & Campion, 2016; Basturkmen, 2017). In the next section I will therefore examine these qualifications' development and current state of play prior to outlining my own research.

2.4. (T)EAP-Specific Qualifications

In this final section, I will examine the key developments in the discussion on (T)EAP-specific qualifications. I will also outline the importance of these qualifications both to EAP practitioners and to the industry as a whole.

2.4.1. Background to (T)EAP-Specific Qualifications

The arrival of formal (T)EAP-specific qualifications represents a recent development within EAP and offers a pathway for would-be EAP teachers to develop their knowledge and skills that breaks from the tradition of acquiring (T)EAP expertise through direct experience alone (Cardew, 2006; Alexander, 2007; 2010). The paucity of UK (T)EAP-specific courses and available literature on this topic is testament to the nascency of this area, for which (1) Pennington's (1992) prescription of qualifications within EAP, (2) the establishment of the MA Teaching EAP/ESP at Oxford Brookes University in 2000, and (3) the development of the PG Cert TEAP at the University of Plymouth in 2004 represent key milestones.

Another important milestone was BALEAP's 2001 PIM on Teacher Training for EAP, which not only examined the suitability of existing General ELT qualifications for EAP (see above; Krzanowski, 2001; Roberts, 2001) but also spearheaded the discussion about the nature and form of (T)EAP qualifications going forward (Errey & Ansell, 2001; Krzanowski, 2001; Roberts, 2001; Scott, 2001). It is noteworthy, however, that while this PIM roundly agreed on the need for a recognised (T)EAP-specific qualification owing to the unsuitability of General ELT qualifications for (T)EAP (cf. Sharpling, 2002, Martin, 2014), progress to this effect remains sluggish. Indeed, while the field has consolidated itself professionally through initiatives such as BALEAP's (2008) CFTEAP and more recently the 2014 TEAP Fellowship Scheme, there is still no universally recognised (T)EAP qualification almost 20 years after the 2001 PIM despite some growth in (T)EAP-related programmes over this period (Ding & Campion, 2016; Ding & Bruce, 2017; BALEAP, 2020).

As with Campion (2016: 63; cf. Ding & Campion, 2016), I would agree that the rise (and fall) of these eclectic UK (T)EAP-related qualifications is symptomatic of "[a wider lack] of consensus about [...] TEAP education" and what it should look like; a matter, I would suggest, that stems from differences about the identity and purview of (T)EAP. Crucially, however, this does not reflect a lack of demand for (T)EAP-specific qualifications per se (including a universally recognised qualification) among the (T)EAP community, as Bell's (2016) research strongly testifies. Indeed, while the industry is undecided on the exact form of (T)EAP-specific qualifications, it broadly recognises their potential teaching capital value as alternatives to existing General ELT qualifications for (T)EAP (Errey & Ansell, 2001; Bell, 2007; Ding &

Campion, 2016). I therefore urge the EAP community, and in particular BALEAP, to re-examine this matter.

2.4.2. (T)EAP-Specific Qualifications & Professional Recognition

(T)EAP-specific qualifications are also perceived as being a route via which to augment the professional status of EAP (Krzanowski, 2001; Bell, 2012; Campion, 2016). As Charles & Pecorari (2015: 38) explain, EAP in universities “has a sort of Cinderella status, and staff do less well in terms of salary, opportunities to research and other benefits than staff in other subjects” owing to the “marginalisation” (MacDonald, 2016: 107) of EAP units from academic departments to “organisational third spaces” concerned with skills training (Hadley, 2015: 8). While it has recently been suggested that professionalising EAP involves embracing and exploiting this unique third space (MacDonald, 2016), I would draw attention to Pennington’s (1992: 15) earlier assessment that:

“We can go a long way toward making [professional recognition] a reality if we insist that those without the proper qualifications are not, in fact, properly qualified to teach [EAP], nor to evaluate the efforts of its practitioners. ELT has a history of being lenient in this regard, much more so than other tertiary level fields.”

Recalling the contribution of the CELTA to ELT’s professionalisation above, I would therefore suggest it is high time for EAP to consider establishing its own Bourdieuan “*sine qua non*” (Bell, 2016: 277; original emphases) to augment the teaching and symbolic capital of EAP practitioners and the industry at large – whether this resembles BALEAP’s TEAP Fellowship Scheme portfolio or a more academic credit-bearing module/course such those currently offered by the Universities of Brighton, Glasgow, Leicester and Northampton, and Coventry, Lancaster and Sheffield Hallam Universities.

I will conclude by drawing attention to Bell (2018: 174), who has asserted that “the issues which Pennington had flagged around qualifications and the urgent need for a much clearer recognition of EAP as a professional practice have in fact changed very little”. As with Bell (ibid.: 174) therefore, I question:

“[T]he relevance of mainstream qualifications to the practice of EAP [which] may even be doing both EAP practitioners and the professionalism of the field as a whole more harm than good.”

It is from this standpoint that I will now introduce my own research focusing on the value of these mainstream qualifications from the perspective of EAP recruiters, as well as the role of (T)EAP qualifications going forward.

Chapter 3: Methodology

Having examined the literature, in this chapter I will provide an overview of my research methodology and the steps I took. After revisiting my research questions, I will address the following areas: (1) my rationale for this research's qualitative research design; (2) ontological and epistemological considerations; (3) my research sample; (4) ethical considerations; (5) the interview procedure; and (6) my thematic analysis of the data.

3.1. Revisiting my Research Questions

As I stated at the outset, my research investigated the following questions related to qualifications in UK EAP:

- *How Recognised are General ELT & TESOL-/(T)EAP-Related Academic Qualifications among UK EAP Recruiters?*
- *To What Extent do these Qualifications Match the Reality of Teaching EAP?*

In the following sections, I will explain the nature of my research and how I carried it out.

3.2. Rationale for Qualitative Research

Recognising the need for “thick description” in the currently under-researched area of (T)EAP qualifications, my research used an emergent qualitative research design to procure “the richest possible data” (Holliday, 2015: 49-51). While a more quantitative approach could have been employed (for example, questionnaires) in the collection of my data, it would have eliminated the possibility of probing my participants, which is central “to increas[ing] the richness and depth of the responses” (Dörnyei, 2007: 138). Further, while taking a quantitative approach may have pre-empted two major hurdles I encountered with this research, namely the excessive volume of data and its “messy” complexity (Richards, 2005: 34), I suggest that a focus on numbers would have limited the overall meaning of my research (Kruger, 2003). For this reason, my research design was qualitative in nature and employed interviews, as “professional conversation[s]” (Kvale, 1996: 5) concerned with:

“[O]btain[ing] descriptions of the life world of the interviewee[s] with respect to interpreting the meaning of the described phenomenon [qualifications in (T)EAP]” (Kvale, 1996: 5-6).

3.3. Ontological & Epistemological Considerations

I would add at this stage that my research's qualitative design is reflective of my personal ontology of the world, as fundamentally interpretive and intersubjective. While I do not agree with the common assumption in the research methods literature that one's methodology is invariably a product of their epistemology and thus their ontology (which, to my eyes, is an unhelpful oversimplification that discounts a range of practical and actual vectors influencing research design; cf. Cohen *et al.*, 2011; Kivunja & Kuyina, 2017; Berryman, 2019), on this occasion my research does indeed adhere to this causal logic: how I see the world and how I understand the world have directly influenced the way in which I have sought to find out about the world of (T)EAP qualifications; that is, through an analysis of "interviewees' perspectives on their personal 'lived' experiences" (Bell, 2016: 137).

3.4. Research Sample

In deciding to carry out qualitative interviews with EAP recruiters, it was necessary to consider whom my participants should be and how I should go about contacting them. Recognising that my intention was to provide a robust contribution to the (T)EAP qualifications discussion that provided an alternative perspective to the existing EGP-EAP transition-focused literature (Post, 2010; Elsted, 2012; Martin, 2014; Campion, 2016), it made sense to pursue a large number of highly experienced recruiters currently active within EAP. To enhance my research's validity and reliability and to mitigate the dangers of "over-reading" individual stories (Yates, 2003: 244), I employed "purposive sampling" (Dörnyei, 2007: 126) to recruit my participants, which were gathered from the BALEAP member mailing system (to facilitate access to a wider pool of potential participants) according to the following criteria:

- Currently active in EAP senior leadership/recruitment;
- Holding a TESOL-related Master's/PhD;
- Representing 12 different chartered UK universities' language centres;
- Representing a balance of different EAP career start times (1990s/2000s/2010s);
- Representing a balance of BALEAP- and non-BALEAP-accredited institutions;
- Representing a balance of UK nations.

In total I received 21 replies to my participant request email whereupon I chose 12 in line with the above criteria and for reasons of practicality. While these criteria were largely achieved, I

was only able to attract participants (8W/4M) from English (7) and Scottish (5) university language centres (Northern Ireland and Wales were not represented).

3.5. Ethical Considerations

When undertaking my research, I was mindful of Dörnyei's (2007: 64) assertion that:

"[Q]ualitative research often intrudes more into the human private sphere: it is inherently interested in people's personal views and often targets sensitive or intimate matters."

For this reason, and in line with my university's code of ethics, I recruited my participants based on informed consent, for which a participant information sheet and consent form were provided and subsequently signed and returned (Appendices A-B) – details that were discussed again prior to the start of each interview. Further, recognising the importance of my participants' anonymity (Dörnyei, 2007), I assigned them random names and genders; likewise, their ages, ethnicities and universities have been withheld from the research. The interviews, which were carried out over Zoom in my home (owing to the Covid-19 lockdown), were nonetheless professionally conducted and audio-recorded in a "neutral space" (Woodrow, 2020: 83) and were transcribed and subsequently reviewed by myself and the participants to ensure proper representation and confidentiality.

3.6. Interview Procedure

To achieve the rich data I was hoping for, I selected a semi-structured interview format. This was because, as Woodrow (2020: 82) illustrates:

"Semi-structured interviews represent a compromise. [They] have structure but include general open ended questions that offer the opportunity for deeper probing of specific areas of interest."

When deciding my interview format, I judged this compromise as important: not only did it fulfil the needs of my research in a way that closed questioning might not, but as a novice interviewer it also gave me an overall sense of direction and structure owing to having an interview script. The final script (Appendix C), which comprised rapport-focused opening questions and a range of open-ended content questions in line with Dörnyei's (2007)

interview question typology, was designed to last for approximately one hour to include time for probing “the particular” Richards (2003: 53). However, in the case of Katie and Phil (see below), this process lasted considerably longer – a matter I attribute to my lack of interview experience.

The interview was piloted with an individual with a similar academic and professional profile to my selected participants so that I could appraise it with a clear view of what to expect. Further, upon agreeing to be interviewed, participants were provided with a copy of the interview script to support their preparation and reflection as well as the final quality of the data. The final interview schedule is shown below:

<i>Participants</i>	<i>Interview Date</i>	<i>Interview Duration</i>
<i>Matthew (Pilot)</i>	9.7.2020	1:07:30
<i>Beth</i>	10.7.2020	1:09:56
<i>Jonathan</i>	10.7.2020	1:00:07
<i>Kirsten</i>	10.7.2020	1:09:40
<i>Sarah</i>	11.7.2020	0:56:10
<i>Katie</i>	11.7.2020	2:43:43
<i>Phil</i>	13.7.2020	1:31:53
<i>Penny</i>	14.7.2020	1:05:11
<i>Rose</i>	14.7.2020	0:46:47
<i>Christine</i>	15.7.2020	0:47:03
<i>Sal</i>	20.7.2020	1:15:23
<i>Mark</i>	27.7.2020	1:16:29
<i>Sean</i>	3.8.2020	1:08:15

Table 1: Final interview schedule (including pilot)

Secure transcription software was used to support audio playback of the interviews, which were then transcribed manually following Roberts’ (1997) advice on using self-standardised orthography and prosodic cues to authenticate the data, a process that deepened my understanding of the interviews. A transcript excerpt is given below (see Appendix D for fuller sample):

[00:21:11] Mmm, mmm. [Laughs] So, just for my own clarity, again, when you say you need both. Am I right in saying by that that you're alluding to the need for General English teaching methodology, but also an awareness of the specific, say, discourse practices and sort of genre awareness that come with EAP, that sort of more specific knowledge that's required? Is that right?

JG [00:21:37] Yes. So I think where TEAP and other EAP qualifications are particularly strong is trying to, umm, get [...] maybe move that transition. So for me, General English, it tends to be communication-orientated and perhaps really writing only plays a role either in exams or in, as a means of testing grammatical competence. Umm, so student [...] and so I think for teachers making that transition, I think they also have to make that transition in mindset, in how the role of writing is different from that academic context. Whereas I think, you know, some of the, some of the focus on a Delta or, or qualifications such as that, I think give us, umm, much more insight into some of the sort of communicative practices which are prevalent in all teaching contexts.

Figure 1: Interview transcript sample

3.7. Thematic Data Analysis

While writing the transcripts, I conducted “initial coding” whereby key themes emerging from the interviews were acknowledged and documented (Dörnyei, 2007: 251). Following the transcription of the data, I then engaged in a process of thematic coding, described by Nowell *et al.* (2017: 2) as:

“[A] qualitative research method that can be widely used across a range of epistemologies and research questions [...] for identifying, analysing, organizing, describing, and reporting themes found within a data set.”

This process, which is highlighted in Figure 3 overleaf (adapted from Bell, 2016: 140) was repeated across all 12 datasets. As evidence of this process, Figure 2 below highlights Step 9:

	Beth	Christine	Jonathan	Penny	Mark	Phil	Kirsten	Rose	Sal	Sarah	Katie	Sean
Q.4.2 IN YOUR VIEW, DOES THE EAP INDUSTRY NEED SPECIFIC QUALIFICATIONS (SUCH AS PG Cert/PG Dip TEAP AND MA TEAP) AS OPPOSED TO THE MORE GENERAL ELT QUALIFICATIONS MENTIONED ABOVE (IN 4.1)?	[00:48:55] Yes, there is a place for EAP. Students need the practical element, but their courses require specialised skills. Difficulty for the sector is in providing range of variety to suit all purposes. [00:48:55] 'I mean, as we know now there's, there's EGAP and ESAP. So, what are people doing – is it EGAP? Is there such a thing as EGAP? I suppose that's what we're doing at the moment: it's EGAP. We have students from multiple disciplines, but we can't tailor our	[00:24:43] Glasgow has an online TEAP course 20-credit module, ditto other programmes Leicester, Northampton – each course has different components. She absolutely agreed that the EAP industry needs these specific qualifications for different reasons: the standing/profile of the area in the profession; working in university-related contexts where knowledge is currency. [00:26:11] "Absolutely. And I	[00:40:40] He can see that there is a place for these courses to enable candidates to develop their careers for entry into the industry. There's a value to the candidate and to the employer, certainly in terms of things like textual analysis, discourse analysis, which are good skills for potential teachers. [00:40:40] "You know, I think these qualifications give candidates a leg up. They show that they have, umm, contributed to their own CPD, but they are, have specific knowledge and	[00:39:21] Because she doesn't know enough about the courses mentioned, she can't say, but she does rely on CELTA/DELTA – they give a short, sharp shock, 6-12 hours teaching, but that's pretty formative and somebody has observed them and made a judgement. The usual reliance on teaching practice experience. [00:41:07] Regarding whether the TEAP courses that are proliferating should have teaching practice built in to them,	[01:03:17] That's difficult because the EAP industry is not one thing. So sitting in a university that used to have an MA TEAP and now doesn't, there are economic and market realities around offering these qualifications that each university has to decide whether they're going to take on or not. And it's about having a product they think they can sell... We have to be able to sell these as products, umm, whether there will be a market for it, umm, and whether they have the expertise in-house	[01:14:18] 'Well, University X are trying to create one, so, umm, err, there is – there is a need because of the failure of MA TESOL and ELT qualifications to address that gap, so [...] in an ideal world, there wouldn't be a need for that but practice has meant that there seems to be a need for that."	[00:43:09] Se would go along with this view, yes. Has an additional comment to make about so-called native speakers [see additional box below].	[00:35:20] RC feels this is a controversial topic, centring to some extent on the perception that EAP is disrespected by other academic fields, and the argument that EAP tutors have a responsibility to do a PhD in order to contribute significantly to their field. "If our field is always seen as lesser or as a kind of service field for real academia, then we need to do something about it. So, rather than just saying, 'oh, you're doing a doctorate so you can conform', you're doing a	[00:30:27] RL question: Should we have a standard similar to the PGCE with EAP – an MA or PGC? SL didn't think we necessarily have to have a similar standard but it would be ideal to have an MA programme where we have a blend of theory and practice. With the PGC TEAP, what would have been ideal would be to have hand-in-hand training, theoretical issues with classroom practice. [00:31:22] "There's a really nice saying I like, which is	[00:39:38] ST believes that it's a good idea to have a more professional route into EAP, particularly as none of the current qualifications are exactly fit for purpose. A more all-embracing qualification would make recruitment easier, and for EAP teachers to be taken more seriously in the universities, they are going to have to become more professionalised and use their qualifications, and this would also serve to enhance their status. "... because none of them are exactly the fit that	[01:50:38] KM thinks the industry and wider sector does need them, but every individual practitioner does necessarily, and this is interconnected with raising the profile of the industry. From a sector perspective, it will produce EAP professionals with the transformative capacity. It depends on the nature of that TEAP qualification.	[00:57:08] If perhaps by having EAP-specific qualifications, it narrows options down and puts people in to boxes (see his comments in Q.4.3.) and the industry does change – then people are less equipped to adapt to that change. The other wide of the picture is there's lots of General English teaching that goes on – lots of people go and work in language centres because there simply isn't enough work in the EAP sector to sustain the numbers. So you can come and go

Figure 2: Step 9 of the thematic coding process (see Figure 3 below)

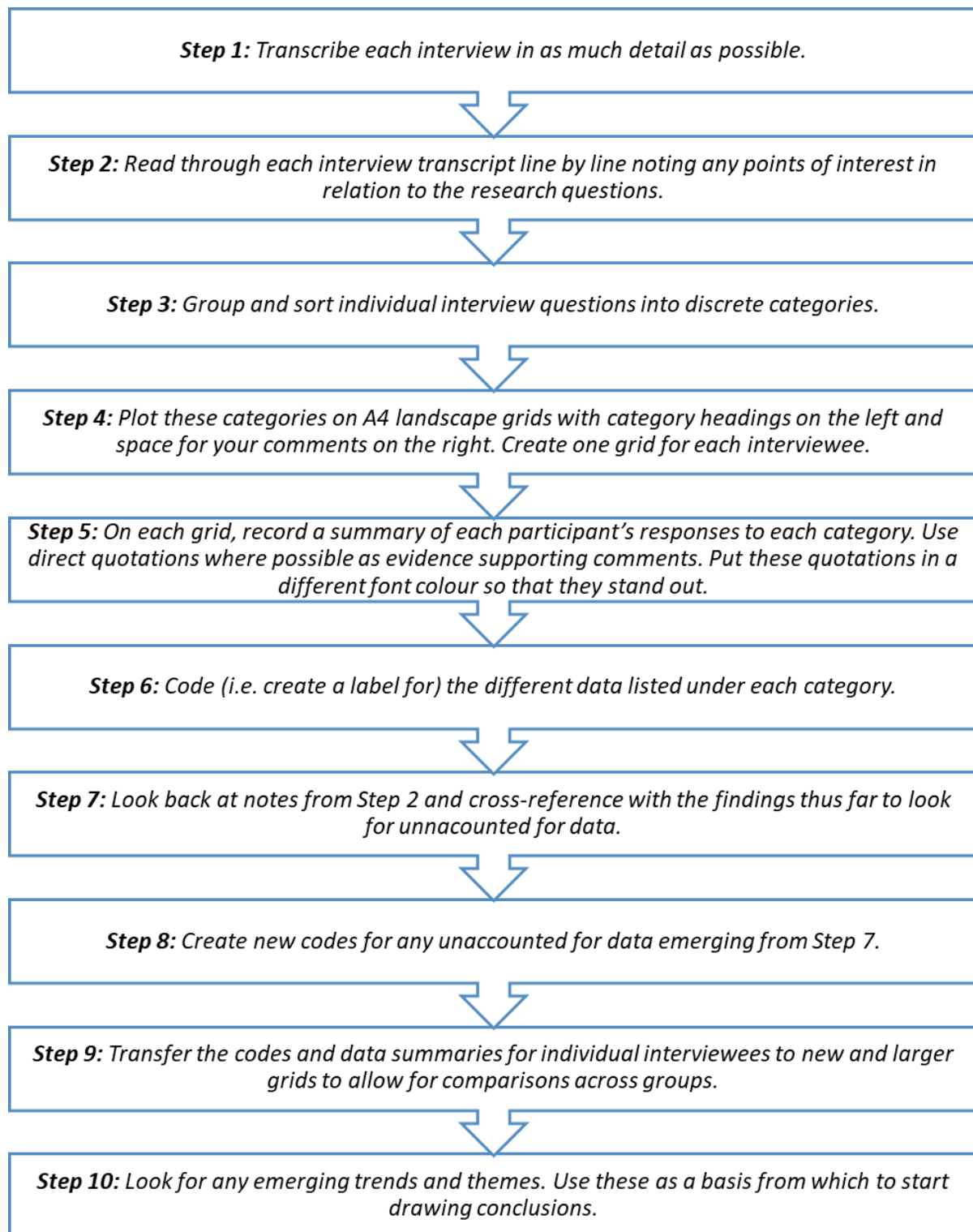


Figure 3: The 10-step thematic coding process I observed (adapted from Bell, 2016: 140)

The 10-step process above enabled me to develop a deep-level understanding of my data through a process of “progressive inductive analysis” (Charmaz, 2005: 530), the results of which I will now present.

Chapter 4: Findings

As I mentioned in Chapter 3, the following findings are drawn from semi-structured interviews of 12 UK senior EAP recruiters and relate to their perspectives on General ELT qualifications (certificates/diplomas) as well as academic qualifications (Applied Linguistics/ELT/TESOL/(T)EAP and non-TESOL-related Masters) as forms of (T)EAP preparation. Their profiles are summarised Tables 2-3 below prior to examining the findings from RQs 1-2.

<i>Participants</i>	<i>ELT Exp.</i>	<i>Qualifications</i>	<i>Background</i>
<i>Beth</i>	c. 27	BA Business Studies; CELTA; Delta; MA TESOL; EdD (ongoing)	Beth was looking to change careers and chose ELT as a quick training path. She transitioned into EAP 7 years later after which she took an MA TESOL to upgrade her EAP knowledge and career prospects. Beth has done extensive IELTS work and is currently a senior leader in an EAP language centre.
<i>Jonathan</i>	c. 31	RSA Certificate in TESOL; MA ELT; PhD (Academic Discourse) (ongoing)	Jonathan spent much of his career working internationally for the British Council and has done extensive IELTS work. He then started working full-time in EAP, for which his MA ELT was a valuable “leg up”. He attributes his EAP expertise mainly to experience and is a director of studies at an EAP language centre.
<i>Kirsten</i>	c. 29	BA; CTEFLA; DTEFLA; MSc ELT Management	Kirsten “fell into” ELT in 1991 as a means of travel and continued in ELT until 2008. She then switched into EAP but described her ESP experience as “valuable” in this process and is currently a director of studies at an EAP language centre.
<i>Sarah</i>	c. 26	BA Community Education; CertTESOL; Delta; MA Applied Linguistics/TESOL; PhD (Linguistics/EAP)	Sarah joined ELT out of a desire to travel and she worked extensively in Europe. Recognising that “there’s not really much of a [...] career path in teaching English”, she took an EAP post in Japan (in 2004) and her transition was supported by on-the-job learning and her own research into EAP. Sarah now works in EAP senior management; she also lectures and publishes in EAP.
<i>Katie</i>	c. 25	BA Linguistics & French; CELTA; Delta; MA Applied Linguistics with ELT; EdD	Katie moved to Japan in 1995 where she taught on the JET programme (Japan). In 1998 she returned to the UK and started teaching EAP, but “it was trial by fire”. Katie now works as a director of studies at an EAP language centre, publishes frequently on EAP and plays a key role within BALEAP.
<i>Phil</i>	c. 20	BA English Language & Literature; CELTA; PGCE Media Studies; MA Educational Technology & ELT; PhD (Education)	Phil worked in ELT in Asia and Australia until 2006-7 then started teaching EAP in the UK. He described his PGCE Media Studies as being key to this transition and currently runs an EAP language centre. He has published extensively on EAP.

Table 2: Participants 1-6 (blue: private institution; green: BALEAP-accredited institution; purple: British Council-accredited institution)

<i>Participants</i>	<i>ELT Exp.</i>	<i>Qualifications</i>	<i>Background</i>
Penny	c. 25	BA; CTEFLA; DipTESOL; MSc Applied Linguistics; EAP Converter 1-week course (Heriot Watt University); EdD (Language Education) (ongoing)	Penny taught ELT across Europe for several years before returning to the UK and working as a teacher trainer. She then transitioned into EAP within her university, for which her DipTESOL and MSc were both valuable. Penny now works as a senior faculty member in an EAP language centre.
Rose	c. 14	BA Graphic Design; CertTESOL; Delta; MA Education; MA Online & Distance Education; TEAP Online 20-credit course (University of Glasgow); PhD (ongoing)	Rose moved into ELT following a gap year and she taught across Europe, Asia and Africa. She transitioned into EAP in 2016 and she also took Glasgow's "incredibly useful" TEAP module shortly after transitioning. Rose currently works as the head of a private EAP pathway provider.
Christine	c. 31	CTEFLA; DTEFLA; MSc Teaching English for Specific Purposes; MA-level certificate in Teaching Language & Literature; PhD (Academic Discourse)	Christine developed her ELT career in Turkey before moving into EAP in 1995, a process she described as "do-it-yourself". Christine runs an EAP language centre, lectures in EAP, and is instrumental within the BALEAP community.
Sal	c. 20	BA English Language Teaching & Literature; CELTA; MA ELT; PGC TEAP; PhD (EAP)	Sal worked in ELT in the Middle East before transitioning into EAP in 2007. She described her MA and PGC TEAP as valuable theoretical preparation for EAP, but cited her CELTA as a better practical preparation. Sal now works within the senior management team at an EAP language centre.
Mark	c. 29	CTEFLA; DTEFLA; MSc TESOL	Mark moved into EAP in 2004 after several years of ELT in Africa and Asia. His qualifications "all helped [in the transition]. But when it actually came to do EAP, I [...] had to figure it out myself". Mark is currently head at an EAP language centre.
Sean	c. 16	BA Media & Cultural; Studies; CELTA; ADTE(E)LLS; PGCE Further Education; MA Literature & Film; MA TESOL; EdD	Sean transitioned into EAP early in his ELT career, focusing mainly on EAP pathway work without any specific EAP pre-service training. He suggested the combination of the CELTA and PGCE were helpful in his transition. Sean currently heads a private EAP pathway centre.

Table 3: Participants 7-12 (blue: private institution; green: BALEAP-accredited institution; purple: British Council-accredited institution)

4.1. Research Question 1: How Recognised are General ELT & TESOL-

/(T)EAP-Related Academic Qualifications among UK EAP Recruiters?

In this section I explore the recruiters' overall recognition of qualifications. I consider: (1) their general recognition of qualifications; (2) their current recruitment preferences; (3) their

attitudes towards (T)EAP-specific qualifications; and (4) their thoughts on who should provide (T)EAP-specific qualifications.

4.1.1. General Recognition of Qualifications

Reflecting Beth's statement that "qualifications aren't the be all and end all", all 12 participants saw recruitment as multi-faceted, with qualifications being just one among several competing recruitment considerations. Among these considerations, (T)EAP experience was the most consistently valued, with 9/12 participants regarding it as a top-level recruitment consideration and the remaining 3/12 seeing it as the foremost candidate attribute.³ Beth and Sean explain:

"[Y]ou've got plenty of people who don't have [a CELTA or Delta] because that can be [...] replaced by years of EAP experience and good references."
(Beth)

"I don't think that you need a specific EAP qualification as such because I think that experience [...] can be [...] something that's learned and built on."
(Sean)

Another important consideration alluded to by all the recruiters was the personal attributes and teaching competencies of EAP applicants. In Jonathan's words:

"I very much value dispositions, so [...] it's less about qualifications, more about dispositions. So it's about candidates that have an enthusiasm, a strong desire to learn, [...] the openness to be able to transfer skills [...], who value their own CPD. So candidates [who have] taken on challenges and continue to reflect on their own practice."

These dispositions were explicitly endorsed by 7/12 recruiters including Rose, who believed they support a good "team fit", and Sal, who suggested that EAP teachers need to be "reflective [...] lifelong learners" particularly during the Covid-19 crisis; 5/12 participants additionally suggested that these dispositions "would trump the actual qualifications" (Sarah) at interview. The recruiters further raised applicants' awareness of how EAP differs from EGP

³ 5/12 acknowledged other forms of teaching as well as HE experience; Kirsten also suggested that online teaching experience was a priority due to Covid-19, while Sarah prioritised experience teaching Asian students.

(6/12) as well as their research experience (Phil, Sal) as factors counterbalancing their valuation of qualifications.

It is important to stress that while all the recruiters valued qualifications, this was conditional upon the extent to which, as screens and signals, they were seen to guarantee (T)EAP expertise. 4/12 participants, including Jonathan and Sarah, were notably circumspect:

“[I]t doesn’t matter what qualifications you have, [...] how skilled you are at discourse analysis, unless you can bring your learners with you, [...] design opportunities for your learners [...] to communicate [and] develop understandings, that knowledge goes to waste.” (Jonathan)

“[S]ome people will want a qualification because [...] it’s evidence for applying for jobs, that you have a certain expertise, but the qualification itself is, that’s not what gives you the expertise, that’s just a piece of paper [...] you could have that expertise without having a qualification.” (Sarah)

Three further conditions were observed that influenced the recruiters’ general and specific recognition of qualifications. These were their personal experiences of qualifications, their institutions’ policies on recruitment, and the “needs must” (Christine) role of the market. As evidence:

“I don’t rate the CELTA very highly and that’s why I didn’t do a Delta; that’s why I chose [...] the master’s and the PhD. [...] the CELTA [...] seemed like it was designed to measure people’s progress.” (Phil)

“I actually prefer it if someone has a master’s and a diploma, but we’re accredited by the British Council which asks [for] diplomas.” (Sarah)

“[T]he harsh reality is [...] it’s a buyer’s market, not a seller’s market. So if you [...] require the Delta and an MA [...] then you probably are not going to recruit your pre-sessional team.” (Katie)

4.1.2. Recruiters’ Current Qualification Preferences

Table 4 below outlines the recruiters’ current qualification and experience preferences for (T)EAP. Wider preferences have been discounted for ease of analysis:

<i>Participants</i>	<i>Qualification & Experience Preferences</i>	<i>Comments</i>
<i>Beth</i>	PS: (T)EAP exp. + cert./dip. + MA TESOL (desirable)	Beth may choose an MA TESOL candidate over one with a cert., dip. and equivalent exp. if the MA TESOL had a practical element.
	IS: above + IS exp.	
<i>Jonathan</i>	PS: Exp. (any; ideally [T]EAP) + cert./dip.	N/A
	IS: Substantial (T)EAP exp. + cert./dip. + master's degree (any; ideally [T]EAP; desirable)	
<i>Kirsten</i>	PS/IS: (T)EAP + online exp. + dip. + master's degree (any; ideally TESOL; desirable for PG students only)	N/A
<i>Sarah</i>	PS/IS: Substantial (ideally HE) exp. + cert./PGCE + dip./MA Applied Linguistics/TESOL (desirable)	Sarah's institution "desires" a dip. but she prefers masters in Applied Linguistics/TESOL.
<i>Katie</i>	PS: HE exp. + cert. + dip./MA Applied Linguistics/TESOL	If pushed, Katie would take a dip. over a master's for PS but she strongly values masters, including non-TESOL-related masters.
	IS: HE exp. + cert. + dip. + MA Applied Linguistics/TESOL + PhD (desirable)	
<i>Phil</i>	PS/IS: (T)EAP exp. + PGCE + master's (ideally (T)EAP/TESOL with (T)EAP component) + PhD (desirable)	N/A
<i>Penny</i>	PS: (T)EAP exp. + dip./"relevant" master's	Penny's institution concentrates on ESAP; she is thus "open-minded" about non-TESOL-related masters. The IS "knowledge base" may constitute (T)EAP exp. and/or (T)EAP qualifications/a master's module. Penny favours diplomas.
	IS: above + "demonstrable, sound EAP knowledge base"	
<i>Rose</i>	PS/IS/PW: (T)EAP exp. + dip. + MA TESOL/(T)EAP (desirable)	Rose's private provider prefers diplomas (she prefers DipTESOLs). She would interview TESOL-related masters holders (but thinks they are "unrealistic") and may hire a non-TESOL-related master's candidate with 3+ years' (T)EAP exp.
<i>Christine</i>	PS: (T)EAP exp. + master's (ideally [T]EAP/Applied Linguistics/TESOL with [T]EAP module; if no practical component then also cert./dip.) + (T)EAP course/BALEAP TEAP Scheme (desirable)	N/A
	IS: above + substantial (T)EAP exp.	
<i>Sal</i>	PS/IS: (T)EAP exp. + MA ELT/(T)EAP + cert./dip. (desirable)	Sal would hire someone with a cert. + dip. over a master's candidate with an outstanding interview.
<i>Mark</i>	PS: Exp. (any; ideally [T]EAP) + cert./dip.	Mark favours diplomas but would interview TESOL-related masters holders. He may appoint someone with a subject-specific master's for IS.
	IS: above + substantial (T)EAP exp. + (T)EAP qualification (desirable)	
<i>Sean</i>	PS: cert.	Sean would require a master's for those teaching PG students.
	IS: (T)EAP exp. + dip.	
	PW: (T)EAP exp. + cert.	

Table 4: Recruiters' current qualification preferences (IS: in-sessional; PS: pre-sessional; PW: pathway; blue: private institution; green: BALEAP-accredited institution; purple: British Council-accredited institution)

Table 4 highlights an overall prioritisation (8/12) of practical teaching qualifications (certificates/diplomas) over academic qualifications (Masters/PhDs) across the recruiters, although a further 3/12 (Christine, Phil, Sarah) valued practical⁴ and academic qualifications in equal measure; Sal favoured the latter, but her preference was not absolute.

Among these practical qualifications, 5/12 participants expressed a clear preference for a diploma, whereas 7/12 suggested they would accept either a certificate or diploma. Of the 11/12 participants who valued academic qualifications, 8 preferred Applied Linguistics-/ELT-/TESOL-related Masters, 9 suggested they would accept non-TESOL-related Masters, and only 2 welcomed PhDs.

(T)EAP-specific qualifications featured among 5/12 participants' current recruitment criteria, with only Christine and Sal recognising them as central to their recruitment strategies, presumably reflecting these qualifications' current nascent status in EAP – as evidenced in remarks by Beth, Jonathan and Penny, who confessed not having “enough knowledge of all the individual qualifications that are out there” (Jonathan).

Importantly, no qualification reigned supreme and no pattern was detected that differentiated participants' recognition of qualifications according to their institutions' status or affiliation. Despite the recruiters' overall preference for practical teaching qualifications, 9/12 considered that these qualifications were not a sufficient preparation for (T)EAP, with similar comments being made by 6/12 participants for Applied Linguistics-/ELT-/TESOL- and non-TESOL-related Masters.

4.1.3. Attitudes towards (T)EAP-Specific Qualifications

While (T)EAP-specific qualifications featured only sporadically and peripherally in the recruiters' current qualifications criteria (with the exception of Christine and Sal; see above), the recruiters were enthusiastic about their potential role going forward, with 10/12 participants seeing them as a “welcome addition” (Jonathan; 5 made this assessment cautiously) and the remaining 2/12 (Christine, Sal) strongly asserting their necessity for the EAP industry:

⁴ Phil considered PGCEs highly practical qualifications that were far more pedagogically valuable than CELTAs.

“Absolutely. And I think [...] very definitely for the standing of the area and the profession [...] profile, really. We’re a specialism [...] and [(T)EAP qualifications establish EAP] as something of worth [in] university-related contexts [where] knowledge is currency. We deserve and we should have an expectation of qualifications [...] but also I think for teachers, the more in-depth knowledge they have of the area, they [...] can therefore serve [students] more effectively.” (Christine)

“Absolutely! Absolutely. [(T)EAP is] quite distinct from ELT. [...] the knowledge [teachers] need, the behaviours, you know, the skill set [...] it’s such a misconception to just tie us to English Language Teaching [...] I think definitely we do need [...] our own specific qualifications [...] especially for tutors coming in.” (Sal)

The views captured above, that (T)EAP-specific qualifications would enhance (1) the external profile of EAP vis-à-vis the wider Academy⁵ and (2) practitioners’ professional and pedagogic standing, were respectively shared by 9/12 and 12/12 participants. (T)EAP qualifications were thus seen as highly instrumental in combatting the participants’ collectively acknowledged industry woes, whose hallmarks include:

“EAP practitioners feel[ing] perhaps under-recognised within their industry; their skills, their understanding, their talent is often sort of downgraded to support services as opposed to the huge amount of skill and knowledge that many EAP practitioners have.” (Jonathan)

“[D]efending ourselves every time we meet with, you know, heads of department, other departments and disciplines and having to say ‘well, we don’t just teach English’.” (Sal)

Importantly, 8/12 participants felt that a wider choice of (T)EAP-specific qualifications would counteract these effects and “consolidate” (Christine) EAP. Mark and Rose illustrate:

⁵ Raising the profile of EAP was seen as strongly necessary by all the participants.

“I think, as a field, it is very important that we continue to develop our understanding of EAP and [...] there will be qualifications that come with that because that’s part of exploring what EAP is about.” (Mark)

“I think there should be a lot more courses and [...] ways into EAP without having to necessarily go down the EFL route if that’s not [...] how you want your career to progress.” (Rose)

Beth, Katie, Penny and Sean further purported that a universally recognised benchmark (T)EAP qualification may be “too niche” (Katie), and that a variety of (T)EAP qualifications would be necessary to avoid “narrow[ing] down someone’s options” (Sean), particularly when “EAP may not be for everybody for life” (Katie) or the “flavour of the month forever” (Penny) as a “sector that [might disappear] in 10 years” (Sean). Along with Jonathan, they also favoured variety owing to improved job prospects in (T)EAP as well as “what [(T)EAP qualifications] contribute to the individual as opposed to a sort of [standardised] quality assurance mechanism” (Jonathan) – which they warned could stifle EAP’s “[rich] inter-disciplinary practitioner base” (Katie). As Penny put it:

“[Y]ou don’t want everyone being [...] cookie cutter representations all having done the same thing because [...] where’s the richness [and] creativity or innovation in all that?”

Checking these participants’ enthusiasm for more (T)EAP qualifications were those (4/12) who expressed concern that proliferation of (T)EAP qualifications would extend and replicate ELT’s “piecemeal” (Sarah), “neoliberal [...] qualifications spaghetti” (Penny) in EAP – accompanying which is often a strong “commercial driver” (Penny) and “financial motive” (Phil; also Jonathan). Advocating a more recognised route, Sarah’s words were telling:

“[T]here isn’t an obvious route into [EAP], and therefore [...] you have to ask yourself: is it a profession? [Laughs] So I think [...] it would help us to have a clear sense of who we are and how do you get to be an EAP teacher [...]. If there’s actually a path which someone could take deliberately it might bring in more people who want to be EAP teachers rather than people who just stumbled upon it.”

Sarah further asserted that:

“You might not actually use [a (T)EAP qualification] in the sense that I don’t really use my PhD for, you know, EAP teaching. But if you don’t have it [...] you do lack certain status that your colleagues [...] have. [...] you won’t have the same credibility.”

Kirsten, Phil and Sal similarly defended a more recognised route into the profession, with Kirsten suggesting it may work to level out the “snobbishness” (also Phil, Sean) endemic in (particularly pre-sessional) EAP, uplift EAP’s global reputation, and “[iron] out quality differences” among practitioners; it would also help combat the assumption that “people who teach enabling skills are somehow not as worthy as people who teach the actual skills” she argued.

While Beth, Jonathan and Katie were sceptical about such a route raising the profile of EAP,⁶ they nonetheless agreed that “on the inside, it will [...] produce a more expert practitioner base” (Katie) which, Jonathan stated, “for things like TEF, [...] is coming up the agenda much, much more”. These comments were echoed by Sal, who suggested that a universally recognised (T)EAP qualification would benchmark, and thereby shore up, industry standards:

“[I]t’s just like, you know, doctors and dentists. And you don’t just float into the profession [...] you are qualified, you gain your qualifications, and that actually adds kudos and credibility to the profession. [...] So, in order to counter that deprofessionalisation of what we do, we have to set [...] standards.” (Sal)

4.1.4. Who Should Provide (T)EAP-Specific Qualifications?

Central to the recruiters’ recognition of (T)EAP-specific qualifications (including a universally recognised qualification) was the matter of who should provide these. Participants (with the exception of Sean) were united that universities should take the lead:

“[B]ecause they’re the ones who deliver [and] who know the means. I think if you tried to create something outside of that, it won’t work.” (Kirsten)

Further, while Christine and Jonathan were against imposing external standards – “whose

⁶ Katie (also Rose, Sal, Sarah) believed that PhDs were the best way to “[raise] the symbolic capital of the image that the [...] wider institution and higher education profession has of EAP” but recognised they are not a realistic professional pathway for all EAP practitioners.

standards?” (Jonathan) – on universities, whose “courses have [...] some oversight anyway [and probably want] some freedom of what goes into [them]” (Christine), 9/11 recruiters who supported university-led provision recognised the need for external “interconnection” (Phil). Rose exemplifies:⁷

“I think universities [should be] at liberty to create [and run] their own courses. But there could be a huge disparity in what is delivered. So I think that maybe there should be some sort of benchmarking of what they are worth.”

Sal was the only unequivocal exponent of BALEAP or another “central professional body” assuming full responsibility for benchmarking standards across the “diverse and very localised” EAP context. Although Sarah was similarly positive about BALEAP, she saw its role not as a regulator but, more minimally, as an accreditor of (T)EAP courses – much like the status quo. Jonathan’s scepticism about introducing industry standards notwithstanding, his comments about BALEAP’s regulatory potential are noteworthy:

“I’ve no doubt if there was a BALEAP qualification that was the industry standard it would ensure the quality of that course content [...] as opposed to these individual ones, because you’ve got people working from many different institutions, maybe developing and designing that qualification. I think you develop a much, much broader perspective.”

Surprisingly, this evaluation of BALEAP was not widely shared, however. In the event of a universally recognised (T)EAP qualification, only 4 participants would consider BALEAP’s input into a “joined-up conversation”⁸ (Katie), whereas 5 would not. Despite collective recognition of BALEAP’s (T)EAP expertise, key expressions of concern were that BALEAP-pioneered standards “would risk aiming too high” (Kirsten) owing to it being an unrepresentative and “elitist” (Penny) “silo” (Katie, Phil) and “closed shop amongst people who know each other” (Phil) – as opposed to being the “broader range of institutional partners [necessary for] working with different types of very different student bases” (Kirsten).

⁷ Rose also suggested this benchmarking “[should also include] the Delta and the DipTESOL and the CELTA and Trinity [Cert]TESOL.”

⁸ Katie and Phil were clear that any such conversation should engage the wider professional community.

A further concern voiced by 3 participants relates to BALEAP's insufficient "capacity [...] to have oversight of a [universally recognised (T)EAP qualification]" (Christine) as an "organisation of people who volunteer" (Mark). Beth and Christine illustrate:

"BALEAP means nothing to [...] people in [universities] outwith language centres. That wouldn't mean very much. At all." (Beth)

"It is not a QAA body. [BALEAP has] an Accreditation Scheme [...], a Competency Framework, [...] experienced fellows/mentors that will assess the contents of someone's work, but beyond that they're not at scale." (Christine)

BALEAP was also seen as "too informal" (Rose), too focused on "discussion [instead of] proactive action" (Penny), and too "UK-centric" (Katie) to assume the mantle of exclusively regulating a universally recognised (T)EAP qualification. As an alternative, Penny and Sean suggested Trinity College London or UCLES as a candidate for oversight and assessment, though Mark was strongly concerned from his previous experiences of UCLES that it would "crush" such a course (confidential details undisclosed). Christine highlighted the "international spread" of Trinity/UCLES (also Sean) but doubted their EAP expertise; likewise, Kirsten suspected the British Council "would struggle without [...] working collaboration with [a broad cross-section of] university partners".

Advance HE was the only organisation seen as suitably internationally and academically "credible" (Sean) and recognised among the 3 recruiters who mentioned it, with Rose proposing "the accrediting, overseeing and quality assurance body could be [Advance HE] in partnership with BALEAP – because they have the knowledge and the experience."

4.2. Research Question 2: To What Extent do these Qualifications Match the Reality of Teaching EAP?

The recruiters were subsequently asked about the extent to which they felt that General ELT certificates/diplomas and Applied Linguistics/ELT/TESOL/(T)EAP (as well as general) Master's degrees were suitable as forms of (T)EAP preparation. Their perspectives on the former are addressed first, followed by the latter.

4.2.1. General ELT Qualifications

Recalling the recruiters' overall (8/12) preference for General ELT certificates and diplomas over academic qualifications for (T)EAP, their common rationale for this related to these qualifications' "communicative approach" (Kirsten) and "pedagogic prowess" (Katie), as Beth and Katie typify:

"I think those are the ones that prepare you more for classroom teaching as opposed to lecturing." (Beth)

"Because then you know somebody [...] is a teacher. And at [...] the end of the day, that's what [(T)EAP] needs." (Katie)

Again reflecting general sentiment, Beth went on to clarify:

"[They] prepare you [...] for the classroom environment and delivery of content [...] so being aware of the dynamics of the classroom, [...] the whole practical aspects [of] English Language Teaching, [but] lacking there is any knowledge about what EAP is or what students are working towards."

Consonant with this latter point, Sarah suggested that someone holding only a diploma "might be a really good teacher, but [might not] have much knowledge of [EAP] content", with Penny stating that "I don't think [diplomas prepare you for] academic discourse whatsoever." For this reason, Christine asserted that undertaking a Delta "within EAP contexts [is] helpful". Sean was alone in his assessment that diplomas and Applied Linguistics-/ELT-/TESOL-/(T)EAP-related Masters foster similar levels of EAP content knowledge, as well as the view that:

"Deltas are great, but [...] it's the CELTA that really grounds the individual [which combined with] some years' experience actually makes a huge difference to people."

While Christine valued certificates, her view that "a CELTA person generally needs more support" reflects wider sentiment, including the views of those (5/12) who sought the more advanced diploma qualifications. While Phil criticised both CELTAs and Deltas for promoting a "grammar police" mentality among practitioners, a prominent reason for valuing diplomas related to their presumed "quality assurance", as Kirsten illustrates:

“[I know] what’s expected of teachers and [...] the rigour involved – [...] it’s rooted in practicality and that’s really, really important for me.”

Challenging this perception, however, was Penny, whose experience as a course moderator taught her that:

“[T]he quality of [certificate and diploma courses] can still vary quite enormously.”

Penny and Rose further suggested that Trinity qualifications should not be seen as “second class” compared with UCLES ones, with Rose describing the DipTESOL as “a more rigorous qualification” than the Delta for including elements (such as the teaching of pronunciation) that “you can hide [from]” in the Delta. That said, Rose was clear that an MA TESOL “is a far higher qualification [...] worth treble what a [Delta/DipTESOL is] worth” despite Kirsten’s comment that both are “Level 7 qualification[s]”.

Finally, Mark (also Rose) “look[ed] very favourably” on the Delta Module 3 focusing on EAP as a form of (T)EAP preparation, though Christine modified that “it’s helpful [but] broad. [It’s] trying to do an awful lot in one assignment”. Kirsten, Phil and Sal expressed little to no knowledge of Module 3.

4.2.2. Academic Qualifications

In contrast with the above qualifications’ practical teaching value, Applied Linguistics-/ELT-/TESOL-/(T)EAP-related Master’s degrees were praised by all participants for developing not only teachers’ capacity for reflection and lifelong learning but also their theoretical awareness, as Sal and Beth highlight:

“[In TESOL-related masters] you have to [...] grapple with theory and say ‘okay, from the practical element I know this is what’s happening [...] but where does the theory fit in?’ [...] it forces us to be reflective.” (Sal)

“[I]t helps build your own confidence [and] feel more comfortable about what you’re doing and rationalising what you’re doing as opposed to just going through the motions.” (Beth)

Extending this latter idea, Penny asserted that EAP’s situation within academic environments has not only created an “inferiority complex” within the profession but also requires:

“[Teachers who have] that academic confidence and, to put it quite bluntly, academic credibility as well. Having a [TESOL-related] master’s is a step towards that, it’s a way to [...] say ‘[...] we are experts in language [and] academic literacies’.” (Penny)

3/12 recruiters further stated that Applied Linguistics-/ELT-/TESOL-/(T)EAP-related Master’s degrees provided a strong foundation of academic discourse awareness and content knowledge that was beneficial for teaching in an EAP environment, with Sarah emphasising:

“[In (T)EAP] there’s a lot of stuff to do with assessment that if you have a Delta you might have never done [...] I think an EAP master’s or a master’s in TESOL [...] is more of a preparation [...] for a university environment and for the content.”

This was challenged, however, by Sean, who asserted that both Master’s degrees and Deltas were similarly valuable forms of content preparation for (T)EAP, as well as Phil (also Katie, Penny), who stated that “the PhD is probably the most useful qualification” to this end – a point Sarah later agreed with. In terms of teaching in ESAP contexts, however, Christine, Katie, Mark and Penny were clear that non-TESOL-related, subject-specific Masters were a “great boon” (Christine) for the profession, with Mark exemplifying:

“I think most of us feel a lack of confidence going into these [subject-specific] areas [...] I think there are huge advantages to having people in EAP who come from those [subject-specific] fields and those backgrounds or who’ve worked in those kind of industries.”

Added to this, 5/12 participants shared Jonathan’s view that:

“[T]he value of a master’s is not wholly the substantive content of it. It’s also the process of doing it [...] your ability to understand what students have to do, [...] to empathise with them in a second language. I think all of that comes from experiences of higher level study.”

Sean and Kirsten were among those who shared this view, though they felt this empathy was most necessary among teachers of postgraduate students. Along with Beth, Katie and Mark, they were also explicit that:

“[T]o do well in [any master’s course], you have to have a high degree of academic competence yourself. But it doesn’t necessarily mean that you’re a great teacher in the classroom.” (Kirsten)

This same group was also concerned about the tendency of Master’s-only teachers to “declaim” (Penny) in class, with Mark stating:

“[T]hey could [...] stand up in the classroom, be awful because they’d just talk from the front [...] and just offload. So I’d feel more confident about the Delta person as a classroom manager.”

Mark (also Penny) added that PhD holders were “the worst for standing up and talking at the front”, though Phil defended PhDs’ usefulness “in managerial [and] classroom terms”.

Regarding Masters in Applied Linguistics/ELT/TESOL/(T)EAP, 6/12 recruiters were clear that these qualifications’ value hinged on whether they contained a practical teaching component, prompting Kirsten’s comment that “there are MA TESOLs and there are MA TESOLs”. Katie also stated that these qualifications should contain modules on discourse analysis, systemic functional linguistics and critical theory in order to be effective forms of preparation for (T)EAP practitioners.

4.2.3. The (T)EAP Context

9/12 recruiters shared the view that “the EAP industry is not one thing” (Mark), with Katie asserting “we use [the term EAP] like we agree on what it means and I don’t think we do” and Sean stating it describes “an over-generalised piece of terminology” to cover a variety of “diverse[ly] differen[t]” (T)EAP realities – namely pathway, pre-sessional and in-sessional (T)EAP.

Significantly, all participants (7/7) who discussed (T)EAP recruitment in these terms explicitly prioritised practical teaching qualifications at the pre-sessional level on the grounds that “you’re in at the deep end” (Kirsten) and “you have to know what to do in a classroom [owing to] the intensive nature of pre-sessional courses” (Mark). This is similarly the case for pathway (T)EAP according to Rose and Sean, with Sean expressing that pathway programmes require not just qualifications but “the right mentality [...] attitude [and] desire to teach [given] the behavioural challenges in the pathway programmes”; he further asserted that “a CELTA would

be adequate” for pre-sessionals since “most of the time the materials are prepared for you”, describing them as “nice programmes” and “cushy” by comparison with pathway. Conversely:

“If it’s in-sessional, you’re only teaching once a week, you’re doing two hours, you’ve got a lot more space and time to work it out.” (Mark)

While the same group of 7 valued practical qualifications at the in-sessional level, they were nevertheless clear that in-sessional (T)EAP requires greater candidate specialisation, with 7/7 wanting (T)EAP experience, 6/7 strongly valuing Masters (including non-TESOL-related, discipline-specific Masters [3/7]), and 3/7 seeking (T)EAP-specific qualifications; indeed, Sean was the only participant who felt a diploma was more useful at this level. Christine and Katie explain:

“I think as we’re developing as an academic field [...] we’re looking for more specificity [...] within candidates [...] because they’ll know the subject area better. [...] for [in-sessional] staff [...] we look for the very best [...] and someone that really understands context and students’ needs and the job will [...] fare better.” (Christine)

“[T]he knowledge and understandings that it takes to teach [...] discipline-specific, departmentally-embedded in-sessional is very different from teaching on an EGAP [...] general purposes pre-sessional. I think those are [...] quite different in terms of what they demand of teachers.” (Katie)

Though these findings suggest that “context is everything” (Jonathan) in determining the relative value of practical and academic qualifications in (T)EAP, 10/12 participants suggested that the ideal position in any context was to have both practical and academic (T)EAP knowledge. Katie and Sal explain:

“You need both/and. So you need to take your practice and you need to theorise it and [...] take your theory and you need to practicalise it.” (Katie)

“[T]heory is useless without practice and practice is blind without theory [...]. So [...] both are essential.” (Sal)

While recruiters overwhelmingly valued qualifications either practically or academically, Phil's experience on the PGCE (Secondary) highlights a synthesis of both practice and theory:

"[Y]ou have a solid month or two [...] of classes before you're ever exposed to a real classroom situation, and then you still have your classes running simultaneously. So it's far more intense and [...] I think MA TESOLs need to replicate that."

This experience was not replicated on Sal's PGC TEAP course, however, for which:

"I think it would have worked better if we could maybe every week teach a class [and] reflect on our teaching practice [...] in line with EAP theory. So I don't think the practical element of the PGC TEAP [...] was very useful. It should have been more."

Similarly, none of the recruiters unconditionally valued any of the non-(T)EAP-specific qualifications above as forms of (T)EAP preparation:

"[B]ecause none of them are exactly the fit that you would need, [...] you need a bit of all these different things." (Sarah)

"[T]hey're designed either as sort of entry-level qualifications into teaching or sort of mid-level situations in teaching." (Jonathan)

4.2.4. Recruiters' Ideal (T)EAP Qualifications

Leading on from the comments above, the recruiters identified what they felt to be ideal qualifications for the reality of (T)EAP. These are outlined overleaf in Table 5:

<i>Participants</i>	<i>Ideal (T)EAP Qualification</i>	<i>Comments</i>
Beth	Alluded to a PG Cert/PG Dip/MA/MSc (T)EAP	Beth would want practical and online teaching components as well as discipline-specific materials development input.
Jonathan	BALEAP TEAP Fellowship Scheme	N/A
Kirsten	Alluded to a PG Cert/PG Dip/MA/MSc (T)EAP	Kirsten would want an online teaching module.
Sarah	Alluded to a master's-like (T)EAP qualification	Sarah's qualification would require prior teaching experience and/or a qualification (not entry-level). It would not include teaching practice/observation but flexibly delivered modules including (T)EAP methodology (also online teaching), needs analysis, syllabus design and discourse analysis.
Katie	PG Cert/PG Dip/MA/MSc (T)EAP (part-time; in conjunction with full-time EAP work)	Katie would also welcome more "hybrid" masters in Applied Linguistics/Higher Education/TESOL which specialise in (T)EAP. She would want discourse analysis, systemic functional linguistics and critical theory modules.
Phil	"Chartered Practitioner in English Language Teaching, Specialising in EAP"	Phil's qualification would cover the history and philosophy of ELT as well as "general [including online] teaching skills". As with a PGCE, students would study and teach simultaneously; specialist electives, including "a huge EAP element", would be open to students.
Penny	BALEAP TEAP Fellowship Scheme	N/A
Rose	Advance HE Fellowship with BALEAP Partnership	Rose's Fellowship would involve undertaking a qualification such as a PG Cert (T)EAP "within the first year or two years"; it would also include an online teaching element.
Christine	MA/MSc (T)EAP	Christine would prioritise the following components: academic communication, context, discourse and needs; corpus linguistics; disciplinary differences; EAP course design and assessment; EAP research practice; EMI and the global spread of EAP; knowledge construction; reflective practice (involving planning and teaching; also online teaching); textual analysis.
Sal	MA/MSc (T)EAP	Sal's master's would include critical thinking, materials development, online teaching and 'What is EAP?' components. Sal also suggested pre- and in-service PG Cert (T)EAP qualifications to cater to different levels of (T)EAP experience.
Mark	MA/MSc (T)EAP (part-time; in conjunction with full-time EAP work)	Mark's qualification would include a practical component "such as working towards the BALEAP TEAP Fellowship". For a full-time MA/MSc, he suggested including a CELTA.
Sean	Work- and Evidence-Based (T)EAP Portfolio	Sean's qualification, resembling BALEAP's TEAP Fellowship Scheme, would focus on developing candidates' (T)EAP competencies over a period of 1-2 years and would align with their work contracts.

Table 5: Recruiters' ideal (T)EAP qualifications (IS: in-sessional; PS: pre-sessional; PW: pathway; blue: private institution; green: BALEAP-accredited institution; purple: British Council-accredited institution)

As Table 5 highlights, 8/12 participants favoured a Master's-level (T)EAP qualification, with 5 suggesting that a PG Cert and/or PG Dip (T)EAP would also be desirable. This contrasts with the 4/12 participants who favoured an in-service, portfolio-based (T)EAP qualification.

Significantly, 10/12 recruiters suggested that an ideal (T)EAP qualification should contain both practical and theoretical elements or should be carried out part-time alongside full-time (T)EAP work. As Mark's illustrates:

"[Y]ou learn about teaching [...] by doing it. [You] don't have the depth of understanding until you've had to handle that material and work out how you are going to present it to a group of students and see how they react to it. [It's] that doing part that's very important."

Only Christine and Sarah were at odds with this idea, with both arguing for a qualification whose starting point was theoretical owing to:

"[T]he danger of people [...] starting to teach something without necessarily knowing what it is. [You] need to understand the academy and the learner needs to understand what [...] teaching EAP is." (Christine)

Separately, 8/12 participants were clear that an ideal (T)EAP qualification should contain as an "essential" (Sal) component online teaching training to reflect changes to (T)EAP since the advent of Covid-19. Citing programmes such as the University of Sheffield's 11-week Learning Technologies in EAP, Kirsten asserted:

"I am interested in people who have bothered to do that because [...] if they've got limited EAP experience but they've got decent online teaching experience, then that's preferable than somebody who's got limited EAP experience and has never taught online. [...] I don't think we'll go back to having no online teaching [after COVID-19]."

Kirsten outlined further benefits of teachers being skilled in online (T)EAP:

"[S]ome markets, India for example, we don't get pre-sessional students because [...] we won't sponsor a Tier 4 visa [...]. But if you're teaching online, you don't have to worry about it [...] Pakistan is another one. [If] we were able to teach them online with no visa implications and they passed then there's a much lower chance of them being refused [...] if they're applying for a main degree programme."

Among those (8/12) who felt that a postgraduate (T)EAP qualification (including Masters/PG Certs/PG Dips) was the ideal, Sal suggested having both pre- and in-service versions to cater to different levels of teaching experience. Rose also stated:

“[I]f you had a PGCE in EAP you could teach in secondary schools to help all students [...] get to university or for the widening participation aspect.”

With respect to course content, Christine, Katie, Sal and Sarah suggested including modules such as Discourse Analysis, Needs Analysis and Syllabus Design (see Table 5 for full details) – modules that appear frequently within existing UK (T)EAP courses. While Sarah would not include a practical element, Beth and Mark saw this as necessary, reflecting earlier comments by 6/12 participants who valued Applied Linguistics-/ELT-/TESOL-related Masters with a practical component.

Christine and Kirsten respectively asserted that “[a postgraduate (T)EAP qualification] needs to be something that [...] show[s] context” and also “incorporate[s] teaching to the needs of [the particular] students”, while Mark felt that a module focusing on context and genre specificity would be helpful; along with Katie and Phil, he also felt that a part-time course would be preferable to a full-time one to accommodate full-time (T)EAP work, with Phil describing this as “a better kind of system [...] in terms of continuous professional development.” Katie suggested this would also facilitate “taking what you read one day and it’s in the back of your mind when you go into the classroom the next day”, citing the Teach First training programme.

A concern raised by Katie, Penny and Sean was that a (T)EAP-specific postgraduate course may be “too niche” (Katie), with Katie citing courses such as Coventry University’s PG Cert/PG Dip/MA Academic Writing Development and Research as an example; more practically valuable, she suggested, were “hybrid” courses with a “wider angled engagement” (for example, a Master’s in Higher Education Management with (T)EAP).

Turning to those participants whose ideal qualification was an in-service (T)EAP portfolio such as BALEAP’s TEAP Fellowship Scheme (4/12, though Phil and Mark also supported this), their rationale (as with those supporting a part-time Master’s course) related to the need for (T)EAP qualifications to be “embedded in practice” (Jonathan):

“[The BALEAP TEAP Fellowship Scheme is] a good example of where tasks and observations and reflections are tied into practice.” (Jonathan)

“[T]he idea of having something which is portfolio-based, that somebody has to [...] come into an organisation [and] demonstrate competencies by a certain point [...] I like [that] because it doesn't suggest that you just learn something, you've stopped learning, and then you move on. [It] also suggests that you're not putting a barrier at the front end for people, it's [...] ongoing [...] it actually enables people to do what we're supposed to be doing, which is develop.” (Sean)

Sean further elaborated:

“I think that way you're not putting people off and you're actually [...] trying to include people to join organisations, you're opening that opportunity up, but, at the same time, you're giving the organisations confidence that the person is developing the right way.”

These comments were qualified by Katie, however, who suggested that BALEAP's own portfolio-based TEAP Fellowship Scheme was “pegg[ed] too closely to the Competency Framework”, which she argued:

“[H]as blind spots and doesn't do everything. So there's a strong focus on doing, but there is a lack of a focus on knowledge and on being and becoming and values. So the sociological [and] political dimensions [and] the EAP practitioner as developing individual trajectories through EAP, identity [...] those are completely lacking from the Competency Framework.”

Katie nevertheless conceded that “what the Competency Framework does is [...] leverage [...] a community conversation around the knowledge base of EAP.”

Having considered the recruiters' overall recognition of General ELT and TESOL-related academic qualifications as well as their views on the extent to which these match the reality of (T)EAP, I will now share my reflections on these along with my recommendations in the subsequent chapter.

Chapter 5: Discussion

In this chapter, I will critically unpack my research findings across four sections. These will consider: (1) the place of qualifications generally in EAP; (2) recruiters' attitudes towards General ELT and academic qualifications for (T)EAP, including the importance of theory/practice and the role of context; (3) the road ahead for (T)EAP-specific qualifications (their nature, form and provision/oversight); and (4) my recommendations going forward.

5.1. The Place of Qualifications in EAP

Qualifications evidently play an important role within EAP, and the results show that EAP recruiters broadly value qualifications alongside teaching experience, teachers' personal attributes (including "criticality [...] lifelong learning [and] reflective practice" [Sal]), their research background, and their awareness of how EAP differs from EGP, all of which corroborate earlier findings (Sharpling, 2002; Martin, 2014; Campion, 2016). The results also show that EAP recruiters value qualifications according to their personal experiences, their institutions' policies on recruitment, the realities of the recruitment market, and the particular occupational guise of EAP being recruited for (discussed below).

Further, reflecting the wider VET literature, the findings suggest that EAP recruiters value qualifications as nominal "certificate[s] of competency" (Selby Smith & Ridoutt, 2007: 182) that support screening and signalling within recruitment, as well as wider management decision-making. As with other industries, however, EAP employers appear to be sceptical of the idea that qualifications provide "guaranteed competence" (Bourdieu, 1986: 20), instead valuing them conditionally upon the extent to which they perceive qualifications to support their institutions' needs and security – echoing Ridoutt *et al.*'s (2002) behavioural analysis of smaller businesses. The only exception to this was Sal who, echoing Bourdieu (1986) and Searle (2010), prioritised the symbolic status function of Masters in TESOL/(T)EAP over her reservations about their efficacy for (T)EAP. In her words:

"[T]he way I see it, it's [...] about protecting the identity of the EAP practitioner as professionals within the HE context. So it's slightly political for me."

Despite qualifications clearly being valued by EAP recruiters, the results strongly suggest that,

overall, EAP recruiters value experience over qualifications, reproducing broader employer tendencies and reinforcing a common theme in the EAP literature (Selby Smith & Ridoutt, 2007; Alexander, 2010; Campion, 2016). Nevertheless, the recruiters appeared to diverge on what they considered to be acceptable forms of prior experience for (T)EAP, which ranged from generic “classroom experience” (Jonathan) and “[non-specific] experience in higher education [as well as] experience teaching Asian students, particularly Chinese” (Sarah) to “online teaching experience [which, since Covid-19, is preferable to] someone with limited EAP experience”. Whereas the notions of ‘qualified’ and ‘qualification’ have previously been identified as “nebulous” within the wider ELT and VET literature (Stanley & Murray, 2013: 102; cf. Ridoutt *et al.*, 2005; Wheelahan & Moodie, 2017), this perhaps suggests that ‘experienced’ is a similarly elusive term within EAP.

It is noteworthy that the recruiters’ conditional valuation of qualifications and preference for non-standard experience mirrors Selby Smith & Ridoutt’s (2007) observations of enterprises and industries engaged in high levels of change and innovation. Along with the lack of a universally recognised (T)EAP qualification, I would suggest this reinforces Alexander’s (2010: 10) observation that EAP has yet to achieve the “fourth wave of knowledge [which involves] the legitimacy of the field through standardisation, research and university training [...] for long-term survival” (Alexander, 2010: 3). That this remains the case over 10 years after Alexander’s time of writing I suggest is indicative of EAP’s ongoing “identity crisis” (Penny; cf. Hadley, 2015; MacDonald, 2016).

5.2. Recruiters’ Attitudes towards Qualifications for (T)EAP

The findings demonstrate that the recruiters unanimously distinguished “practical” (12/12) General ELT qualifications from academic qualifications including general Masters, Masters in Applied Linguistics/ELT/TESOL/(T)EAP and PhDs (cf. Sharpling, 2002; Bell, 2016; Ding & Bruce, 2017). While 8/12 recruiters prioritised certificates and diplomas over academic qualifications, significantly 9/12 regarded these General English qualifications as being insufficient for (T)EAP, with 6/12 making similar comments about academic qualifications. Their reflections on these qualifications as forms of teaching and symbolic capital for (T)EAP are considered in the sections below.

5.2.1 General ELT Qualifications

Resonating with the findings from earlier research (Roberts, 2001; Sharpling, 2002; Stanley & Murray, 2013), the recruiters valued General ELT qualifications (certificates/diplomas) insofar as they were broadly seen to equip teachers with the procedural methodological capital necessary for the pedagogic realities of classroom (T)EAP. For this reason, 8/12 participants were clear that, in an EAP recruitment trade-off situation, General ELT qualifications would take precedence over academic qualifications, whose practical teaching provision 6/12 highlighted as unacceptably variable (cf. Papageorgiou *et al.*, 2018) for (T)EAP:

“[A]t the end of the day we are people in a classroom with a student, and [EAP is] teaching, and you need to know how to teach.” (Penny)

However, it is worth highlighting Penny, whose extensive moderation experience testifies “the quality of [certificates/diplomas] can still vary quite enormously”, challenging common assumptions about these courses’ quality assurance (Ferguson & Donno, 2003; Borg, 2015; Pulverness, 2015). The recruiters also acknowledged typically cited drawbacks to these qualifications for (T)EAP, such as their attention to grammar at the expense of academic content/discourse (cf. Krzanowski, 2001; Alexander, 2007; Martin, 2014). Further, there was a collective allusion to General ELT qualifications’ academic inferiority in university settings to Master’s degrees, which are “far higher qualification[s] [...] worth treble what a [Delta/DipTESOL is] worth” (Rose) – evoking Bell’s (2016: 278) discussion about the relevance of “academic capital” to the Academy.

In terms of the qualifications themselves, while the participants collectively acknowledged diplomas as higher qualifications than certificates, only 5/12 expressed a clear preference for diplomas over certificates, with 7/12 suggesting they would accept either. Recalling Sean:

“Deltas are great, but [...] it’s the CELTA that [pedagogically] really grounds the individual.”

This surprising finding contradicts previous analyses that assert the methodological unsuitability of certificates for (T)EAP and their inferiority to diplomas in overall teaching capital terms (Bell, 2005; Stanley & Murray, 2013; Borg, 2015). While it was commonly recognised that “CELTA [people] generally need more support” (Christine) in (T)EAP settings,

this finding suggests, in the eyes of recruiters at least, that diplomas provide only marginal value added for (T)EAP above and beyond the core pedagogical skillset developed at certificate level. Perhaps then, as Christine proposed, undertaking diplomas “within EAP contexts” is the solution to yielding the most benefit from these in-service qualifications for EAP practitioners.

A further notable finding relates to the Delta Module 3 with EAP Specialism. While 3 participants had little to no knowledge of Module 3, the 3 participants who did comment were broadly positive about UCLES’ free-standing module. Given Module 3’s recent unfair dismissal by Campion (2016) on the grounds of little more than anecdotal evidence, I would therefore suggest that the present findings warrant further investigation of Module 3 as a form of (T)EAP preparation.

The findings also warrant further investigation of Trinity qualifications, which Penny and Rose suggested were “more rigorous” (Rose) than their UCLES’ counterparts and which deserve not to be eclipsed by UCLES’ qualifications “in recruitment adverts [which always feature] ‘CELTA or equivalent’, ‘Delta or equivalent’, [and which] kind of relegat[e] Trinity qualifications” (Penny). Research into Trinity qualifications may therefore challenge UCLES’ uncontested synonymy with standards in ELT/EAP; a theme, as I discussed earlier, that is reproduced in the literature.

5.2.2 Academic (including [T]EAP) Qualifications

In contrast with General ELT qualifications, the recruiters collectively valued Masters in Applied Linguistics/ELT/TESOL/(T)EAP for developing EAP teachers’ theoretical, critically reflective and lifelong learning faculties, contradicting studies that assert the pre-eminent reflective value of diplomas (Krzanowski, 2001; Sharpling, 2002) while affirming others (Stanley & Murray, 2013; Martin, 2014). 3/12 participants also regarded these qualifications, and in particular doctorates, as essential for developing teachers’ academic discourse awareness for (T)EAP which they saw as otherwise unavailable on General ELT courses (cf. Sharpling, 2002; Martin, 2014; Ding & Bruce, 2017). In contrast with General ELT qualifications, academic qualifications were also seen to bestow “academic credibility” (Penny) upon practitioners within the Academy where, to invoke Bell (2016: 278), “academic capital is likely to be recognised and most valued”.

Extending the EAP qualifications literature, which focuses almost exclusively on either General ELT or TESOL-related academic qualifications (Martin, 2014; Ding & Campion, 2016; Ding & Bruce, 2017), the present findings suggest “huge advantages to having people in EAP who come from [non-TESOL-related academic] backgrounds” (Mark), as Katie illustrates:

“I have colleagues [...] in our centre who have [academic] backgrounds in anthropology, in music, in biochemistry, in pure philosophy, history and classics. And [...] that makes EAP a much richer place.”

While this finding does not detract from the value of TESOL-related academic qualifications, neither does it suggest that these qualifications enjoy a monopoly on the academic preparation of (T)EAP instructors in university settings where, as Sharpling (2002: 84) states:

“Environmental knowledge may [...] not be ‘teachable’, but is more liable to be gained through hard experience and a process of continuous reflection.”

The suggestion by 6/12 recruiters that non-TESOL-related Masters similarly equip EAP practitioners with an understanding of academic study necessary for empathising with (particularly postgraduate) students is additional evidence of these qualifications’ preparatory parity academically (albeit perhaps not pedagogically) speaking. Further, while it is important to reiterate the recruiters’ valuation of TESOL-related courses’ academic content, the revelation that 4/12 recruiters would strongly consider – and indeed hire – candidates with discipline-specific academic backgrounds for ESAP positions was significant: not only does it mirror Bell’s (2016) findings, but it pours cold water on the suggestion that recruiters would automatically forsake “specialist” (Ferguson, 1997: 84) content knowledge for a situation where “both teachers and students are learning about the academic community” (Alexander *et al.*, 2018: 12).

Returning to the variability of practical teaching opportunities provided on Masters in Applied Linguistics/ELT/TESOL/(T)EAP mentioned above, the findings suggest that these degrees serve EAP practitioners best if they contain a practical element to safeguard against poor teaching practice (including “declaim[ing]” [Penny], for which PhD holders were seen as particularly liable) resulting from their principally academic focus (cf. Errey & Ansell, 2001; Bell, 2005; Stanley & Murray, 2013). The results also confirm that the inclusion of (T)EAP-related modules on these courses (such as Needs Analysis, Discourse Analysis and Corpus

Linguistics) is necessary for their effective preparation of (T)EAP practitioners (cf. Krzanowski, 2001; Errey & Ansell, 2001; Ding & Campion, 2016).

5.3. Synthesis of Theory & Practice

As discussed earlier, qualifications are often criticised for promoting skills mismatches in ELT as well as more generally (Ridoutt *et al.*, 2005; Selby Smith & Ridoutt, 2007; Stanley & Murray, 2013). The results suggest that recruiters are confident about the practical and reflective/theoretical skills respectively engendered by General ELT and (especially TESOL-/ (T)EAP-related) academic qualifications; this is despite some concerns about the practical variability of particularly TESOL-/ (T)EAP-related Master's courses mentioned above. However, the fact that EAP recruiters have to look to both General ELT and academic qualifications to locate these two distinct sets of knowledge/skills (cf. Errey & Ansell, 2001; Alexander, 2007; 2010) strongly suggests a mismatch of qualifications and skills in EAP. This is arguably borne out by the significant finding that 9/12 and 6/12 participants respectively viewed General ELT and TESOL-related academic qualifications as insufficient forms of (T)EAP preparation on their own. Not only does this strongly challenge the industry's long-held wisdom of recruiting EAP practitioners almost exclusively from EGP backgrounds (cf. King, 2012; Campion, 2016; Alexander *et al.*, 2018), but it underscores the need for qualifications that provide both practical and academic forms of knowledge going forward, as asserted by 10/12 participants.

5.4. The (T)EAP Context

It is important to contextualise the findings above in the light of recruiters' comments about the variability of (T)EAP according to its different occupational guises. The results strongly point to the fact that "the EAP industry is not one thing" (Mark) and "is an overused piece of terminology [that masks] diverse differences", in particular according to whether EAP assumes a pathway, pre-sessional or in-sessional form. While these occupational fault lines have been given cursory acknowledgement as part of more general discussions about the contextual variability of EAP (Bell, 2016; Ding & Campion, 2016; Ding & Bruce, 2017), their impact on the day-to-day shape and form of (T)EAP is otherwise unacknowledged in the EAP literature, which invariably discusses EAP as a unified occupational whole. Given the extent of difference between these roles described by 7/12 participants, it is therefore perhaps

unsurprising that EAP is awash with widespread “over-simplified generalisations” (Campion, 2016: 61) and misperceptions (from all corners) about its identity and distinctness from EGP (King, 2012; Campion, 2016; Alexander, 2020). I therefore suggest that (T)EAP be understood through these occupational lenses going forward if the literature is to remain relevant for practitioners. These findings may also support more nuanced conceptualisations of EAP’s knowledge base (Bell, 2016; Ding & Bruce, 2017), in particular with regard to the content knowledge bases of pathway, pre-sessional and in-sessional (T)EAP. This, I suggest, would greatly help the profession, particularly given the vagueness inherent in Penny’s comments about EAP’s allegedly “demonstrable, sound EAP knowledge base”:

“So you [...] might have gained that over years of experience, but you might also have it because you have a TEAP qualification, or you might have it because you have a Master’s where you’ve specialised in a particular aspect of EAP. You might have written your dissertation on EAP.”

Revisiting the 9/12 recruiters who supported Katie’s assertion that the ideal situation for any (T)EAP practitioner is to have both academic and practical knowledge forms, this was qualified by the above-mentioned 7 participants. Collectively, they asserted the relative importance of General ELT qualifications for pre-sessional and pathway (T)EAP owing to the necessity of having strong classroom management skills for these roles; however, while these qualifications remained important for in-sessional (T)EAP, the recruiters highlighted the relative necessity of Applied Linguistics/ELT/TESOL/(T)EAP and non-TESOL-related, discipline-specific academic qualifications (as well as [T]EAP experience) at this level. This shift in the centre of gravity of qualifications and experience, I would argue, is further evidence of differences in the knowledge bases of these (T)EAP roles.

5.5. The Road Ahead for (T)EAP Qualifications

It is important at this stage to emphasise that (T)EAP-specific qualifications feature within only 5/12 participants’ current recruitment criteria, with a number of participants demonstrating an alarming lack of knowledge about (T)EAP qualifications. However, when asked about the potential role of these qualifications going forward, a very different picture emerged, with 12/12 recruiters asserting that (T)EAP-specific qualifications would benefit (T)EAP practitioners’ professional and pedagogic standing and 9/12 regarding them as

instrumental in raising EAP's industry profile (cf. Pennington, 1992; Barduhn & Johnson, 2009; Bell, 2016). The findings, which challenge Campion's (2016; cf. Ding & Campion, 2016) more conservative estimation of these qualifications' potential impact, are discussed along with my recommendations below.

5.5.1. Universally Recognised or Multiple?

When asked about the nature of (T)EAP qualifications necessary to achieve the internal and external industry benefits described above, 8/12 participants suggested a wider choice of (T)EAP-specific qualifications, essentially extending the status quo; by contrast, 4/12 participants regarded a universally recognised qualification as the best way to achieve these. Significantly, none of the participants saw a pre-service gatekeeping qualification as the way to achieve either benefit (cf. Post, 2010; Campion, 2012; 2016). Two themes emerging from the data may explain recruiters' lack of interest to this end.

The first theme relates to EAP being "a buyer's market, not a seller's market" (Katie) owing to the well-documented growth of the industry (Hadley, 2015; Bell, 2016; Ding & Bruce, 2017) and the concomitant need to make "pragmatic" (Jonathan) recruitment decisions to meet demand. Second, recruiters collectively identified the importance of EAP's "rich" (Katie) and "diverse" (Sal) practitioner base which, it was purported, could plausibly be stifled by a "barrier at the front end" (Sean). This is not to suggest, however, that the recruiters would accept "unqualified (and therefore unwanted) 'infiltrators'" (Sharpling, 2002: 84) into the profession, nor is it to suggest that they viewed standards as unimportant – a point that Bell (2005; 2012; 2016) has rightfully railed against; rather, it may suggest that the most realistic option at this point in the industry's history is to pursue internally generated standards, as opposed to backfitting externally imposed ones. Indeed, as with teachers in mainstream education, where standards have been successfully maintained, training and qualifying as a teacher is increasingly employment-based (consider, for example, Teach First's 2-year Training Programme, which is renowned for its gruelling standards compared with the more traditional PGCE). As with my participants, if qualifications are to lift the internal and external profile of EAP, I believe a similar, limited-time employment-based pathway that is sympathetic to different EAP contexts and occupational roles is a possible solution for our UK industry – a position that is neither pre-service nor the unending "long-term process" (Ding &

Campion, 2016: 552) advocated by the likes of Alexander (2007), Elsted (2012) and Campion (2012; 2016).

5.5.2. What Form Should They Take?

It is important to make clear that 10/12 recruiters asserted that, irrespective of its exact guise, an ideal (T)EAP-specific qualification should contain both practical and theoretical elements or should be carried out part-time alongside full-time (T)EAP work, echoing earlier comments as well as the literature (Errey & Ansell, 2001; Bell, 2007; Alexander, 2007). Along with the stipulation by 8/12 participants that any qualification should contain online (T)EAP training going forward (precipitated by Covid-19; also to facilitate wider market access), these remarks not only support my suggestion above but form the basis of the recruiters' two suggestions outlined below.

5.5.2.1. Suggestion 1: Part-Time Master's-Level (T)EAP Qualification

8/12 recruiters agreed that a Master's-level (T)EAP-specific qualification was the ideal (with 5 suggesting this could be a PG Cert/Dip). As Table 5 above shows, this could include (T)EAP-specific modules already commonly found on Applied Linguistics/ELT/TESOL/(T)EAP programmes such as Discourse Analysis, Needs Analysis and Course/Syllabus Design (cf. Ding & Campion, 2016). While Christine and Sarah felt such a course should focus on theory, the majority of participants (6/8) felt that it should synthesise theory and practice, with 4 arguing the ideal would be a part-time Master's to accompany full-time (T)EAP work. To avoid such a course being "too niche" (Katie, echoing 2 others), the suggestion of a "hybrid" course with "wider angled engagement" (Katie; for example, Masters in Higher Education Management with [T]EAP) was put forward.

5.5.2.2. Suggestion 1: Analysis

The suggestion above, favoured by the majority of participants, would satisfy the criterion of variety emphasised by 8/12 participants, as well as the criterion of university-led provision favoured by 11/12. An inherent drawback of this suggestion, however, relates to the inevitable variability that would attend different universities providing these courses – a situation, as I have discussed above, that mars the efficacy and attractiveness of existing

TESOL-/(T)EAP-related Master's programmes. Nevertheless, as 9/12 recruiters made clear, this could be offset through a process of external "interconnection" (Phil) and "benchmarking" (Rose), a step I would suggest that is very achievable for the industry at this stage given precedents such as BALEAP's Accreditation Scheme and TEAP Courses list. A merging of these initiatives, I suggest, would come very close to what is needed here and would certainly support industry-wide standards.

5.5.2.3. Suggestion 2: In-Service Portfolio-Based (T)EAP Qualification

An alternative route preferred by 4/12 recruiters (but supported by 6) was an in-service reflective (T)EAP portfolio akin to BALEAP's TEAP Fellowship Scheme. Those supporting this route similarly emphasised its "embedded in practice" (Jonathan) nature, with Sean arguing it would:

"[I]nclude people [in] organisations [while] giving organisations confidence that the person is developing the right way."

5.5.2.4. Suggestion 2: Analysis

In terms of a universally recognised qualification, I would argue that, at first sight, Suggestion 2 is more plausible than Suggestion 1 assuming such a portfolio were delivered by a single provider (such as BALEAP or Advance HE). I further propose that Suggestion 2 would facilitate a highly individualised learning experience relevant to different (T)EAP contexts and roles (noteworthy here, however, is Katie's comment that BALEAP's TEAP Fellowship Scheme "has blind spots and [is too practically focused]" owing to it being "pegg[ed] too closely to the Competency Framework"). However, I see three major drawbacks to Suggestion 2.

The first of these relates to its capacity, as a reflective portfolio, to enhance candidates' academic discourse awareness, regarded as vitally necessary for (T)EAP (Sharpling, 2002; Martin, 2014; Ding & Bruce, 2017). In contrast with Master's degrees, which typically develop a broad sweep of academic (in particular writing) skills, I suggest its efficacy to this end is questionable owing to its focus on practice-based reflection. Secondly, I challenge the ability of teachers holding a reflective portfolio but not a Master's degree to be able to fully support and empathise with students undertaking higher-level academic study; and thirdly, while a reflective portfolio may be meaningful within EAP circles such as BALEAP, I propose its award,

as a non-academic qualification, would carry very little currency in academic contexts where, again, academic credentials are the dominant form of capital (Bourdieu, 1986; Pennington, 1992; Bell, 2016). It is this very lack of academic capital that is at the heart of the “marginalisation” (MacDonald, 2016: 107) that the recruiters, and indeed the literature, collectively so lament.

5.5.3. Who Should Provide & Regulate Them?

To reiterate, 11/12 recruiters supported university-led provision of (T)EAP qualifications, with 9 recommending external involvement for the purpose of benchmarking standards. Possible candidates for this mantle are considered below.

5.5.3.1. BALEAP, Trinity, UCLES, British Council

A significant finding was that only Sal favoured BALEAP or another “central professional body” unilaterally benchmarking (T)EAP qualification standards. While 4 would consider BALEAP’s involvement within a “joined-up conversation” (Katie) to include the wider professional community, 5 were resolute that BALEAP, as the professional association claiming to represent UK EAP, should not be involved in any such conversation whatsoever. Indeed, the picture that strongly emerged from the data was the “BALEAP circle” (Phil) – a highly expert but unrepresentative club of practitioners whose institutional authority was not recognised outside the bounds of EAP or in the Academy and whose capacity for pioneering national and international (T)EAP qualification standards, as a “UK-centric” (Katie) “organisation of [volunteers]” (Mark), was “not at scale” (Christine). As with BALEAP, the recruiters gave short shrift to Trinity, UCLES and the British Council as potential regulators, whose international reach appeared to be offset by their lack of (T)EAP expertise.

5.5.3.2. Advance HE

As the professional body committed to teaching excellence in UK Higher Education, Advance HE (previously HEA) was seen by Phil, Rose and Sean as a far more internationally and academically “credible” (Sean) potential regulator of (T)EAP qualifications than BALEAP. I would particularly draw attention to Rose at this stage, who suggested “the accrediting, overseeing and quality assurance body [for university-led (T)EAP qualifications] could be

[Advance HE] in partnership with BALEAP – because [BALEAP] have the knowledge and the experience.” Given Advance HE’s longstanding foothold in the university sector, I agree with Rose that Advance HE would bring more recognition to the mantle of course accreditation than BALEAP, who “means nothing to [...] people [in universities] outwith language centres” (Beth). However, BALEAP’s alleged lack of representation notwithstanding, its historic centrality and contribution to the growth and professionalisation of UK EAP (Jordan, 1997; Alexander, 2010; Bell, 2016) should not be ignored; indeed, “there’s a lot of good stuff [that has] come out of BALEAP” (Phil). I would therefore cautiously propose Rose’s suggestion as a solution to the present dilemma, though in so doing I would urge BALEAP to consider its overall industry representation going forward.

5.6. Final Recommendations

A limited-time employment-based (T)EAP pathway would appear to be the optimum way forward, as I have suggested above. To this end, while intuitively it may be tempting to opt for an in-service, reflective (T)EAP portfolio (Suggestion 2) owing to (1) the apparatus already being in place (BALEAP’s TEAP Fellowship Scheme) and (2) the possibility of universal recognition, it is worth reflecting on whether such a qualification would indeed be universally recognised (particularly in the hands of BALEAP) in view of what has been stated above.

By contrast, and in line with the majority of my participants, I suggest a part-time Master’s-level (T)EAP qualification to be undertaken alongside full-time (T)EAP work as the way ahead. Not only does this dovetail with current developments in the UK (T)EAP qualifications landscape (Ding & Campion, 2016; Ding & Bruce, 2017; BALEAP, 2020), but it supports the practical and academic development of candidates according to their particular institutional contexts and (T)EAP roles. Katie elaborates:

“[T]he ideal I think is a part-time master’s [...] in parallel [with full-time (T)EAP work because] you’re taking what you read one day and it’s in the back of your mind when you go into the classroom the next day – as [with] Teach First. [You are] constantly moving between those understandings of what it means for your professional practice in situ.”

In addition to these comments, I suggest that an employment-based, part-time Master’s would confer “academic credibility” (Penny) on practitioners in the eyes of students and

universities. Further, while differences may exist between courses, a set of EAP- and Academy-recognised standards could be achieved through a process of internally generated but externally endorsed benchmarking – for which a partnership between Advance HE and BALEAP is here presented as a possible solution.

Chapter 6: Conclusion

In concluding my research, I will highlight: (1) its limitations; (2) its primary implications for the EAP industry and (T)EAP practitioners, along with my recommendations; and (3) its secondary implications, including avenues for further research. Finally, I will provide closing comments.

6.1. Limitations

While I set out to gain perspectives from those representing university language centres across all four UK nations, I was only able to achieve representation from recruiters in England and Scotland. While I do not believe this greatly impacts the quality of my findings given that recruiters are location-independent, I nevertheless suggest that a more representative quantitative study may have yielded interesting findings.

A further limitation of this research relates to its generalisability. While I have strived to gain as many recruiter perspectives as possible given the constraints around this study (including Covid-19), it remains the case that my research is fundamentally qualitative; while my claims enjoy the benefit of rich data therefore, they do not enjoy the statistical weight that they might were I to have adopted a quantitative or mixed methods approach. Indeed, were time and resources more abundant, this study's validity could have been improved through triangulating its data with, for example, the results of an online survey of recruiters.

6.2. Primary Implications & Recommendations

The findings of this research support a greatly enlarged role for (T)EAP-specific qualifications within EAP and thus throw down the gauntlet to the industry, in particular to those who have doubted their efficacy and potential (Alexander, 2007; Elsted, 2012; Campion, 2012; 2016). Indeed, while the recruiters demonstrated mixed levels of awareness of (T)EAP-specific qualifications, they overwhelmingly recognised the potential of these qualifications to

enhance practitioners' professional and pedagogic standing as well as the industry's standing vis-à-vis the Academy. There was also a strong suggestion among recruiters that neither existing General ELT nor TESOL-/(T)EAP-related Master's qualifications were enough for (T)EAP owing to their respective concentration on classroom practice and reflection/theory; as Katie put it, you need "both/and" for (T)EAP.

Stemming from this, the recruiters were clear that (T)EAP-specific qualifications should contain both practical and theoretical (as well as online) components or should be carried out part-time alongside full-time work. To this end, 8/12 participants favoured a Master's-level qualification whereas 4/12 preferred an in-service reflective (T)EAP portfolio; likewise, 8/12 preferred a variety of industry-benchmarked (T)EAP-specific qualifications, whereas 4/12 felt a single, universally recognised qualification was the ideal. Importantly, none of the participants felt that a (T)EAP-specific qualification should be used to gatekeep the profession.

A significant implication of the study concerns where we go now as an industry. As I have suggested in Chapter 5, the road ahead, based on this research's findings, would seem to be a part-time Master's-level (T)EAP qualification taken in conjunction with full-time (T)EAP work. However, the revelation that BALEAP (also Trinity, UCLES and the British Council) should perhaps not be at the helm of this development may come as a shock to some in the industry, in particular to those inside the "circle" (Phil). Rather, as with my participants, I recommend a more minimal, consultative role for BALEAP in the provision of (T)EAP-specific qualifications going forward, whose assessment and regulation I propose should be overseen by Advance HE; a position that draws on BALEAP's (T)EAP expertise while simultaneously recognising its lack of administrative "capacity" (Christine) and authority within academic circles.

6.3. Secondary Implications & Further Research

In line with the VET literature, the research highlights that EAP recruiters value qualifications insofar as they support recruiters' particular needs and ends; they are also valued less in overall terms than experience, again reflecting wider employer behaviour (Ridoutt *et al.*, 2002; Selby Smith & Ridoutt, 2007). Nevertheless, the notion of 'experienced', as with the knowledge base of EAP, have been identified as nebulous constructs within this research worthy of further investigation. I therefore suggest that improving our understanding of the latter will greatly inform perceptions of what constitutes the former – for which a good

starting point, emergent from this research, is the revelation that “[T]EAP is not one thing” (Mark) but is in fact a tri-partite phenomenon, divided along pathway, pre-sessional and in-session fault lines.

Another important finding relates to the apparent marginal difference between General ELT certificates and diplomas in the eyes of EAP recruiters – a finding that contradicts previous analyses of these qualifications’ relative teaching capital value in both ELT and (T)EAP settings (Bell, 2005; Stanley & Murray, 2013; Borg, 2015). Along with (1) the alleged variability of General ELT certificates/diplomas, (2) the apparent and worrisome lack of industry knowledge surrounding Delta Module 3 with EAP Specialism, and (3) the assertion that Trinity qualifications are “more rigorous” (Rose) than UCLES’ ones, I suggest this finding requires further investigation.

A final area worthy of further research pertains to non-TESOL-related, discipline-specific Masters. As my research testifies, these programmes enjoy a degree of parity with TESOL-/(T)EAP-related Master’s courses insofar as they similarly provide candidates with the academic discourse and empathic skills necessary to succeed in (T)EAP settings. Further, besides “mak[ing] EAP a much richer place” (Katie), my research suggests practitioners with discipline-specific backgrounds may in some cases be better suited to ESAP environments than those from generic TESOL backgrounds. As an avenue for further research, I would urge the industry to consider what this says about the appropriacy of the current menu of General ELT and TESOL-related academic qualifications for (T)EAP.

6.4. Closing Comments

In closing, I propose that the EAP industry has witnessed only the tip of the (T)EAP qualifications iceberg, whose full potential I strongly believe we should now work towards realising. However, as Ridoutt *et al.* (2005: 12) have made clear, reaping the benefits of qualifications in any setting requires “communities of trust”. With this in mind, I ask the EAP community: *are we ready to trust in (T)EAP qualifications?*

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Appendix A: Participant Information Sheet

[APPENDIX REMOVED TO MAINTAIN ANONYMITY]

[APPENDIX REMOVED TO MAINTAIN ANONYMITY]

Appendix B: Participant Consent Form

[APPENDIX REMOVED TO MAINTAIN ANONYMITY]

Appendix C: Interview Schedule

Interview Schedule

1. Early Career & Entry to EAP

- 1.1. When did you first start out in English Language Teaching? What prompted you to join the industry at the outset?
- 1.2. What are your main academic/professional qualifications? What general ELT qualifications and/or training do you have?
- 1.3. When did you make the transition to EAP? What motivated this? Briefly, what has been your involvement in EAP since making this transition?

2. ELT/EAP Qualifications & Training Background

- 2.1. How well do you feel your previous general ELT experience and qualifications/training prepared you for teaching EAP?
- 2.2. Did you undertake any specific **pre-service** qualifications/training prior – or as a means – to joining the EAP industry? How well did it prepare you for the realities of teaching EAP?
- 2.3. Have you undertaken any specific **in-service** qualifications/training during your time in EAP? To what extent did it equip you for the realities of EAP?
- 2.4. Looking back, are there any other forms of education/qualifications/training that you feel may have supported your transition into EAP? How about during your EAP career?

3. EAP Recruitment

- 3.1. Broadly speaking, what do you look for when recruiting EAP teachers? For example, do you look for any particular knowledge, teacher competencies/skills or experience?
- 3.2. What qualifications/training do you **specifically** look for when recruiting EAP teachers? Why do you specifically look for these? Do you have any **preferences** among these?
- 3.3. Building on your previous answer, are there any qualifications that you would give **priority** to over others? For example, let's say you had two people apply to you with a similar overall level of EAP experience. One of them had a Master's degree, but not in ELT, whereas the other **did not** have a Master's but had a CELTA and DELTA instead. Just in terms of qualifications, who would you be inclined to take? Why?

4. EAP Qualifications/Training Programmes

- 4.1. To what extent do you feel that the standard ELT qualifications (such as the Cambridge CELTA/DELTA, Trinity's CertTESOL/DipTESOL, and the MA TESOL) are an effective and suitable preparation for EAP?
- 4.2. In your view, does the EAP industry **need** specific qualifications (such as the PG Cert/PG Dip TEAP and MA TEAP) as opposed to the more general ELT qualifications mentioned above?

- 4.3.** If you feel that the EAP industry needs specific qualifications, could you share your views on **who** should provide these and **what form** they should take? For example, should there be a universally recognised qualification such as the DELTA? Should a professional organisation such as BALEAP play a role in creating a qualification? Or should it be left to universities to devise their own context-specific training programmes? What do you see as the main pros/cons of these different possibilities?
- 4.4.** If more widely recognised EAP-specific qualifications **were** one day established, what effect do you think this would have on the future status and direction of EAP as a field? Why?

- 5.** Is there anything you would like to raise or discuss before we finish the interview?

Appendix D: Transcript Sample

■ [01:00:37] Umm, I think we've covered the question really about the extent to which, umm - well I'll ask it anyway: the extent to which standard ELT qualifications, of General ELT qualifications, your CELTA, your Trinity Cert/DipTESOL, umm, the CELTA and DELTA, umm, the extent to which they actually prepare - or, or, sorry, they are effective and suitable as preparation - for EAP teachers. What's, what's your feeling about that?

MT [01:01:02] They don't prepare you to teach EAP; they prepare you to stand up in a classroom and teach language, and EAP is a specialised version of that. So I would expect, err, somebody from that background to manage the classroom, and we fill in the other parts through induction and through [...] So, for example, our approach, umm, is to write the materials for them. We don't let them - that sounds wrong. Err, we present them with lesson materials and a lesson plan. So if they have very little experience in EAP, then they have something to hang onto. If they have more experience, they can wander off it, but they know why they're wandering off it.

■ [01:01:41] Yes.

MT [01:01:41] So we're, we're supplying, in a sense, that part of it. What I expect them to supply is the ability to stand up and manage a classroom. And to understand the fundamentals of language teaching.

■ [01:01:53] And presumably then that's where something like an MA TEAP then serves as value-added above that base level of being able to teach, presumably?

MT [01:02:02] Yes. Yes.

■ [01:02:03] Right, right. Got it, okay. If I were to say to you, err - I mean, in fact, you're probably aware of this - in, in, umm, fairly, fairly recently with the DELTA, as I understand it, if you look at the Module 3 set of options that there are within the DELTA, there is actually the ability to do, umm, I think, a reflective essay or to actually focus your, your essay efforts into, in on EAP. How do you feel about that as a sort of an addendum - well, not even an addendum - but as, but as part of the third module of the DELTA? Do you think that would serve potentially to, umm, upgrade the DELTA in your, in your opinion as an EAP- specific qualification?

MT [01:02:44] Err, yes. If somebody came to me and said "I've got the DELTA and in Module 3 I did EAP", I'd be going "yes, yes, this is great. Tell me all about it." So, yeah, I would look very favourably on that, yes.