(Zac, Interview 1) We're a little bit fraudulent sometimes

Exploring EAP practitioners' identities

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Why Identity?

We know something about ...

language learners' identities

teachers' professional identities

language teachers' identities

(e.g. Norton Peirce, 1995; Norton & Toohey, 2001; Kanno & Norton, 2003; Block, 2007; Preece, 2009)

(e.g. Goodson & Cole, 1994; Beijard *et al*., 2004; Izadinia, 2013)

(e.g. Duff & Uchida, 1997; Varghese *et al*., 2005; Tsui, 2007; Clarke, 2008)

We don't know about ...

EAP practitioners' identities

The Journal of EAP ? TESOL Quarterly ? The Journal of Language, Education & Identity ?

Ding & Bruce (2017): The EAP Practitioner

Research Questions

1. How do a group of 'novice' and experienced EAP practitioners negotiate their professional identities in the context of a British university?

2. What are some of the possible implications on EAP teacher development?

Outline

- **1**. Research Site
- 2. Theory
- 3. Methodology
- 4. Findings
- 5. Implications

Research Site

Research Site	Theory	Methods	Findings	Implications

Capital University

Russell Group university

EAP support service unit

± 40 permanent TEAPs

Participants

	Pseudonyms	Gender	Years of ELT experience	Years of EAP experience	Qualifications
erience	Nomad Soul	f	35 +	30	 BA French / English CELTA & DELTA PGCE MA EAP EdD
more experience	Louise	f	13	7	 BA History / Italian CELTA & DELTA MA TESOL
	Harry	m	20	6	 BA Humanities CELTA & DELTA MA Applied Linguistics
less experience	Zac	m	15	3	 BA English CELTA & DELTA MA Creative Writing
expei	MrX	m	10	1	BA English LiteratureCELTA & DELTA



Research Site	Theory	Methods	Findings	Implications
Identity				

multi-dimensional (Hall, 1996)

liquid (Bauman, 1996; 2004)

not individually possessed, but interactionally produced (Bucholtz & Hall, 2010)

Methodology

Research Site	Theory	Methods	Findings	Implications	
Research	Design				
1. Observ	ations				
2. Semi-st	ructured Interv	views (1)			
3. Critical	Incidents (Farrel	, 2002)			
4. Semi-st	ructured Interv	views (2)			

Research Site	Theory	Methods	Findings	Implications	
How do a group of 'novice' and experienced EAP practitioners negotiate their					
professional identities in the context of a British university?					

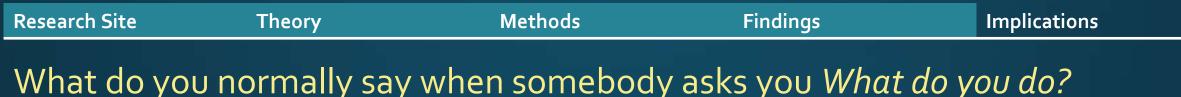
What do you normally say when somebody asks you What do you do?

Research Site	Theory	Methods	Findings	Implications

What do you normally say when somebody asks you What do you do?

Extract 1: *university teacher* (Z = Zac; D = David)

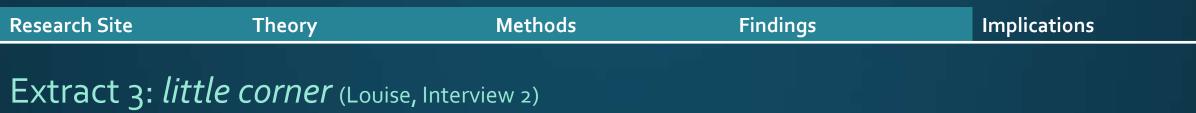
- 28 Z I quite **like**-I like er::: (2) I think-I think I like saying "I'm a university teacher" (1) I think I always had a bit of a problem (2) in my 3os saying I teach EFL (1) [laughs] whereas now I can say I teach at Capital (.) people will go [rising & falling intonation] "oh::: (1) quite **impressed** by that"
- 29 D [laughs] and if there's any follow-up questions?
- 30 Z [laughs] I say **no** I teach- I say English (1) and then they say "oh" that's normally the end of it (.) but ehm if they push me further I say "**no no** I just teach- I help the foreign students with their English"



"I say 'I teach at Capital' so I (.) kind of (.) delay the fact that I'm an EAP teacher" (Harry, Interview 2)

Extract 2: back door (Harry, Interview 2)

"I suppose I **am proud** (.) of that fact er::: I teach at a **university** (.) although (.) I got in by the back door [laughter] there's no basis for it (2) I don't think what I **do** needs to be done at a university (2) I don't think you need to have a Master's"



"I **like** working for [Capital] (.) I'm very **proud** to work for [Capital] (.) I think [Capital] **achieves a lot** (.) in its research and its teaching and it **is** one of the **best** (2) but I just think that our little corner of it (.) could do better (.) in supporting (.) that"

10 years prior to this "[quietly] and I just thought [whispering] `ohhhhh it would be so coo:::I to work there"

Findings 1: Pride & Status



Findings 2: Pedagogical Discomfort

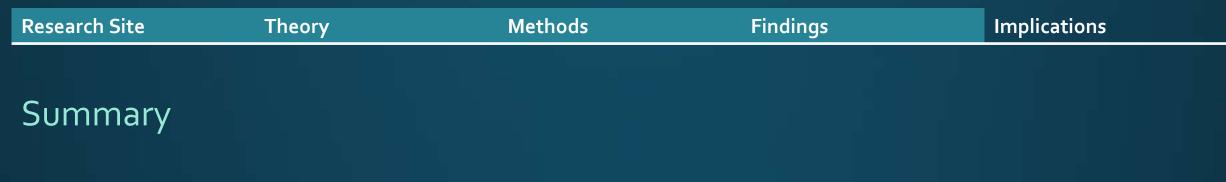


Is there anything you feel uncomfortable teaching?

Findings 2: Pedagogical Discomfort

Researc	ch Site	Theory	Methods	Findings	Implications
Extr	act 4	: dumb [it] down (r	NS = Nomad Soul; st(s) =	= student(s))	
185	NS	I mean everything was really don't understand understand [it either"	-		
186	st	[yeah			
[]					
193	NS	and I started thinking a dumb down for people		hat we- we do have t	o sometimes shall we say
194	St	[laughs] dumb down			
195	sts	[laughter]			
196	NS	because it is beyond o know in physics	ur kind of understa	nding if you haven't g	ot a background in (.) you
197	st _	don't worry			

Findings 2: Pedagogical Discomfort



Pedagogical discomfort — outsider identity

ascribed identity == inhabited identity ===> friction; feelings of 'out-of-place'

Research Site	Theory	Methods	Findings	Implications

What are some of the possible implications on EAP teacher development?

1. Listen to TEAPs

differentiation (Bucholtz & Hall, 2005: 600)

authorization (ibid: 603)

borrowed discourses (Blommaert & Jie, 2010: 47)

epistemic modality (Clarke, 2008: 71)

I am not a specialist (Nomad Soul, observation) I work for Capital (Louise, Interview 2) I give students the tools which they can then use (Mr X, Interview 1)

we don't deserve [Capital's] reputation ... that's the sad fact (Nomad Soul, Interview 2)

Research Site	Theory	Methods	Findings	Implications

What are some of the possible implications on EAP teacher development?

2. Relieve pedagogical discomfort

closer attention to the TEAPs' knowledge of discipline-specific genres & epistemologies

Research Site Th	eory Methods	Findings	Implications
In-sessional (credit bearing)	In-sessional (non-credit bearing)	Undergraduate Foundation	Graduate Foundation
English Language Skills for Academic Purposes Academic Writing for 'non- native' speakers Academic Writing in English fo 'native' speakers	 Academic Speaking Academic Reading & Listening Academic Writing Academic Writing Thesis Writing Pronunciation & Public Speaking Pronunciation Advanced Grammar In-sessional EAP 	 Humanities strand English for Economics elective IELTS Science & Engineering strand English for Chemistry English for Mathematics & Physics English for Biology elective IELTS 	 <u>Pre-Master's</u> elective IELTS English for Life Sciences English for Humanities & Social Science English for Public Policy English for Finance, Accounting & Economics Pre-Master's in Architecture
	 <u>Departmental Courses</u> English for Engineering English for Economy, State, and Society 		 Pre-sessional courses elective IELTS elective English for Law elective English for Architecture

Research Site	Theory	Methods	Findings	Implications	

What are some of the possible implications on EAP teacher development?

3. 'Academic Status Anxiety'

take advantage of professional development

seek professional association

formal qualifications?

Research Site	Theory	Methods	Findings	Implications

What are some of the possible implications on EAP teacher development?

4. Rethink who we are / how we present ourselves

non-specialist / SPECIALIST language / CONTENT 'our little [EAP] corner' (Louise, Interview 2) / UNIVERSITY



To raise our status, we must start with examining ourselves.

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