



(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

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

teachers' professional identities

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

language teachers' identities

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

We don't know about ...

EAP practitioners' identities

Ding & Bruce (2017): *The EAP Practitioner*

The Journal of EAP ?

TESOL Quarterly ?

The Journal of Language, Education & Identity ?

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
more experience	Nomad Soul	f	35 +	30	<ul style="list-style-type: none"> ▪ BA French / English ▪ CELTA & DELTA ▪ PGCE ▪ MA EAP ▪ EdD
	Louise	f	13	7	<ul style="list-style-type: none"> ▪ BA History / Italian ▪ CELTA & DELTA ▪ MATESOL
	Harry	m	20	6	<ul style="list-style-type: none"> ▪ BA Humanities ▪ CELTA & DELTA ▪ MA Applied Linguistics
less experience	Zac	m	15	3	<ul style="list-style-type: none"> ▪ BA English ▪ CELTA & DELTA ▪ MA Creative Writing
	Mr X	m	10	1	<ul style="list-style-type: none"> ▪ BA English Literature ▪ CELTA & DELTA

Theory

Research Site

Theory

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Identity

multi-dimensional (Hall, 1996)

liquid (Bauman, 1996; 2004)

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

Methodology

Research Site

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Research Design

1. Observations
2. Semi-structured Interviews (1)
3. Critical Incidents (Farrell, 2002)
4. Semi-structured Interviews (2)

Findings 1

Research Site

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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?*

Findings 1

Research Site

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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 30s 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"

(Interview 2)

Findings 1

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

“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**”

Findings 1

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Extract 3: *little corner* (Louise, Interview 2)

“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:::l to work there”

Findings 1: Pride & Status

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Summary

Capital's **symbolic value** (Bourdieu 1984 in Mesthrie *et al.*, 2009: 334)



Pride & Status



EAP
Language Centre
Teaching roles

Findings 2: Pedagogical Discomfort

Research Site

Theory

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Findings

Implications

Is there anything you feel uncomfortable teaching?

Findings 2: Pedagogical Discomfort

Research Site	Theory	Methods	Findings	Implications
Extract 4: <i>dumb [it] down</i> (NS = Nomad Soul; st(s) = student(s))				
185	NS		I mean everything was beautifully done I was sitting there thinking “is it just me but I really don’t understand this” (.) but then the other examiner said “no I didn’t really understand [it either”	
186	st		[yeah	
			[...]	
193	NS		and I started thinking about this the fact that we- we do have to sometimes shall we say dumb down for people like me [chuckles]	
194	St		[laughs] dumb down	
195	sts		[laughter]	
196	NS		because it is beyond our kind of understanding if you haven’t got a background in (.) you know in physics	
197	st		don’t worry	

Findings 2: Pedagogical Discomfort

Research Site

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Implications

Summary

Pedagogical discomfort \longrightarrow outsider identity

ascribed identity \neq inhabited identity \longrightarrow friction; feelings of 'out-of-place'

So what?

Research Site

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Implications

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

1. Listen to TEAPs

differentiation (Bucholtz & Hall, 2005: 600)

*I am **not a specialist*** (Nomad Soul, observation)

authorization (ibid: 603)

*I work for **Capital*** (Louise, Interview 2)

borrowed discourses (Blommaert & Jie, 2010: 47)

*I **give** students the **tools** which they can then **use*** (Mr X, Interview 1)

epistemic modality (Clarke, 2008: 71)

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

So what?

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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

So what?

Research Site	Theory	Methods	Findings	Implications
In-sessional (credit bearing)	In-sessional (non-credit bearing)	Undergraduate Foundation	Graduate Foundation	
<p>English Language Skills for Academic Purposes</p> <p>Academic Writing for 'non-native' speakers</p> <p>Academic Writing in English for 'native' speakers</p>	<ul style="list-style-type: none"> ▪ Academic Speaking ▪ Academic Reading & Listening ▪ Academic Writing ▪ Thesis Writing ▪ Pronunciation & Public Speaking ▪ Pronunciation ▪ Advanced Grammar ▪ In-sessional EAP <p><u>Departmental Courses</u></p> <ul style="list-style-type: none"> ▪ English for Engineering ▪ English for Economy, State, and Society 	<p><u>Humanities strand</u></p> <ul style="list-style-type: none"> ▪ English for Economics ▪ elective IELTS <p><u>Science & Engineering strand</u></p> <ul style="list-style-type: none"> ▪ English for Chemistry ▪ English for Mathematics & Physics ▪ English for Biology ▪ elective IELTS 	<p><u>Pre-Master's</u></p> <ul style="list-style-type: none"> ▪ elective IELTS ▪ English for Life Sciences ▪ English for Humanities & Social Science ▪ English for Public Policy ▪ English for Finance, Accounting & Economics <p><u>Pre-Master's in Architecture</u></p> <p><u>Pre-sessional courses</u></p> <ul style="list-style-type: none"> ▪ elective IELTS ▪ elective English for Law ▪ elective English for Architecture 	

So what?

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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?

So what?

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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

US / THEM

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

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Q & A

