

Ready for moving into TEAP? A case study in China

BALEAP 2019, Leeds

Qian Zhang

University of Northampton

qian.zhang@Northampton.ac.uk

Ming Zhong

Guangdong University of
Technology

zhongming213@gdut.edu.cn

Outline

- Background
- Research aim and objectives
- Methods
- Results and discussion
- Conclusions

Background: EGP to EAP in China

❑ Internationalisation of Chinese Higher Education

❑ Educational Policies

- National Education Reform and Development of Long-term Planning Programs (2010-2020)(2010)
- College English Curriculum Requirements (2017)

❑ Constructive actions by Cai (2019) and his team

- **China English for Academic Purposes Association (CEAPA)**
- Test of English Academic Purposes
- **Domestic/overseas teacher training programme**
- Developing localized textbooks
- Academic vocabulary contest
- Academic literacy competition

❑ Impeding factors for **teacher engagement** in the EAP-oriented reform (Zhang & Deng, 2019)

- Subject
- Community
- Rule, instrument and role

Background: EGP to EAP in UK

- There are distinct differences between the field of EAP and EGP, even experienced teacher may not be competent to teach EAP (Alexander,2010; Campion, 2012).

Therefore, the development of teachers' competence plays a vital role during the transition process.

Aim and objectives

It is to explore how to support professional development for university lecturers in their transition from teaching General English to Academic English in China.

- To identify lecturers' attitude towards TEAP
- To identify lecturers' perceived challenges and to consider how to overcome them
- To understand their current TEAP practice
- To understand lecturers' experiences of transferring from EGP to EAP

Methods

- Questionnaire

- Section A: closed-ended and open-ended questions

- To gain general background information, attitudes toward TEAP, challenges and training needs

- Section B : five-point Likert rating scale

- To understand their current TEAP practice based on the BALEAP TEAP Competence Framework

- Semi-structured interview

- To understand lecturers' experiences of transferring from EGP to EAP

Results and Discussion: Section A

19 EAP teachers from HEs in Guangdong Province

Educational qualification	EGP teaching	EAP teaching
4= PhD 2= MA in Literature 1= MA in Translation 12 =MA in ELT/Applied linguistics(63%)	15 > 10 ys 2 5-10 ys 2 <5 ys	2 >10 ys 1 5-10 ys 16 <5 ys

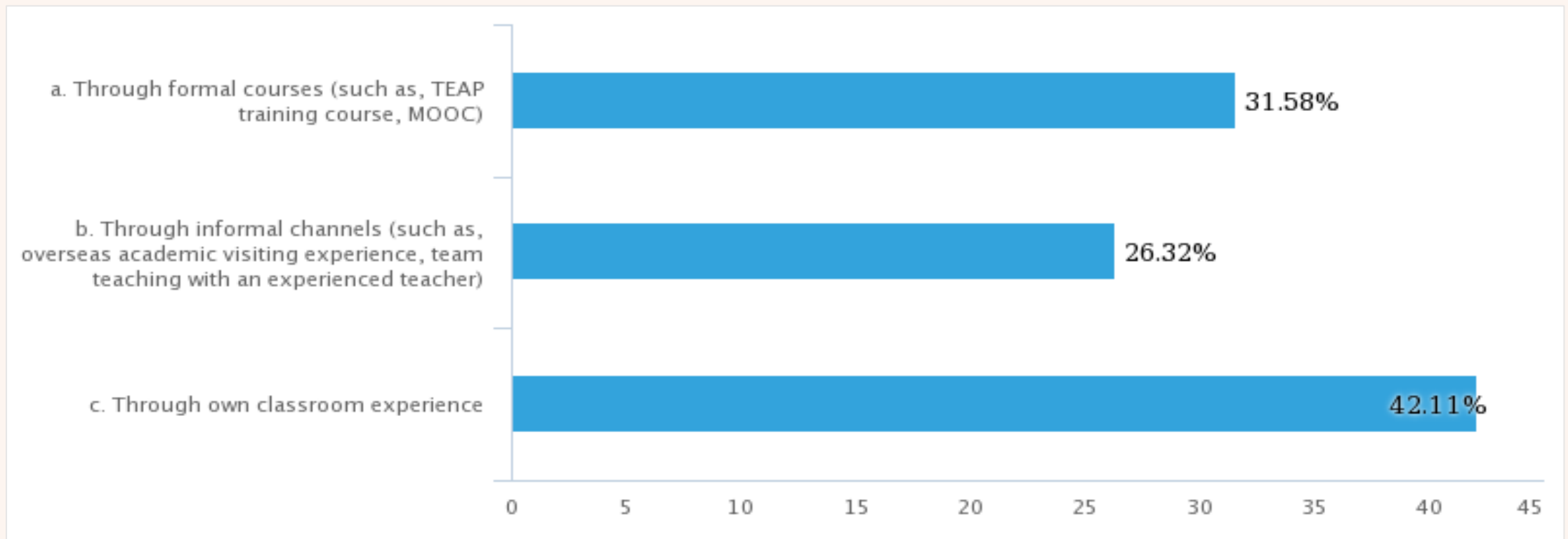
BALEAP TEAP Competency Framework is “based on the assumption that a teacher already has post-experience training in the teaching of English and experience of studying at postgraduate level” .

Students typically study in their universities

a. Undergraduate non-English subject students	15		78.95%
b. Undergraduate English subject students	2		10.53%
c. Postgraduate students	8		42.11%

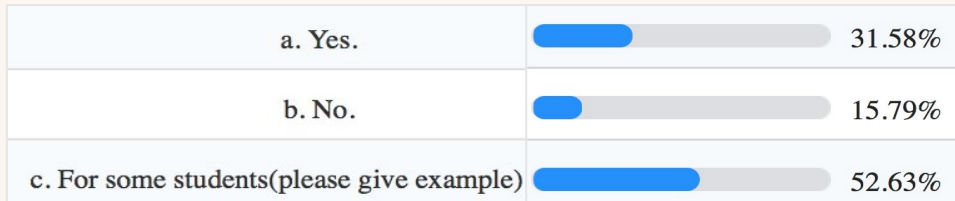
Results and Discussion : Section A

Participants first learn to teach EAP

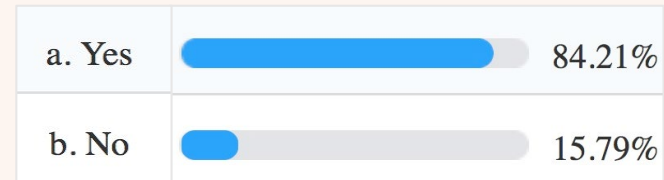


Results and Discussion: Section A

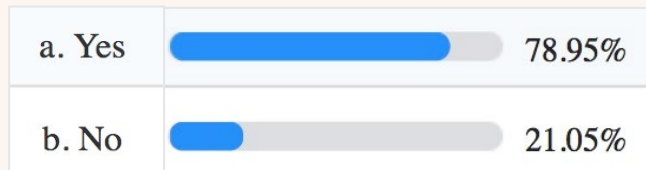
Whether EAP module is compulsory



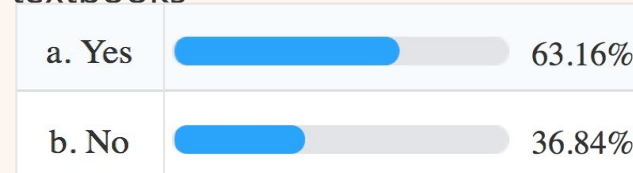
Whether they develop their own teaching materials



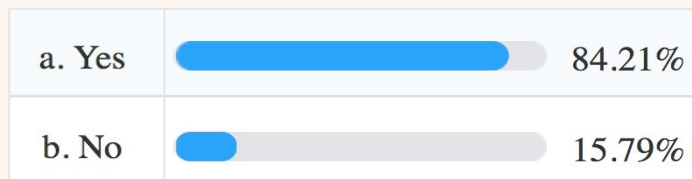
Whether EAP is part of the English language teaching Curriculum



Whether they use externally published EAP textbooks



Whether their universities support teaching EAP

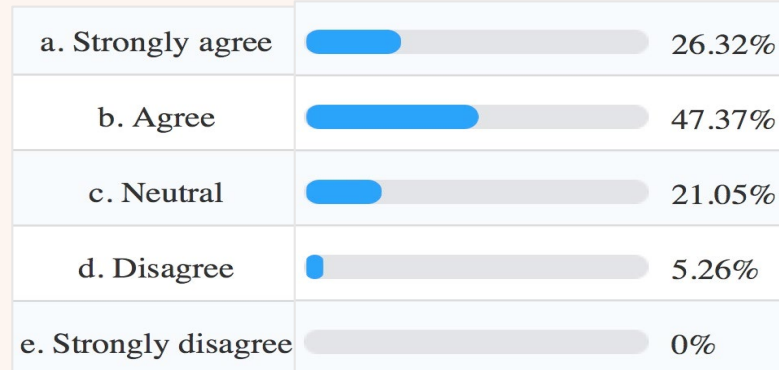


Whether prefer teaching EAP to EGP

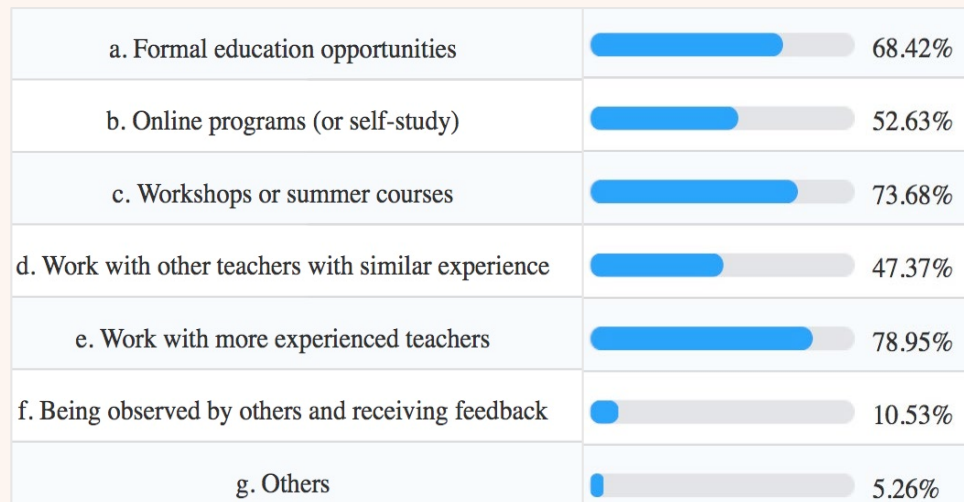


Results and Discussion : Section A

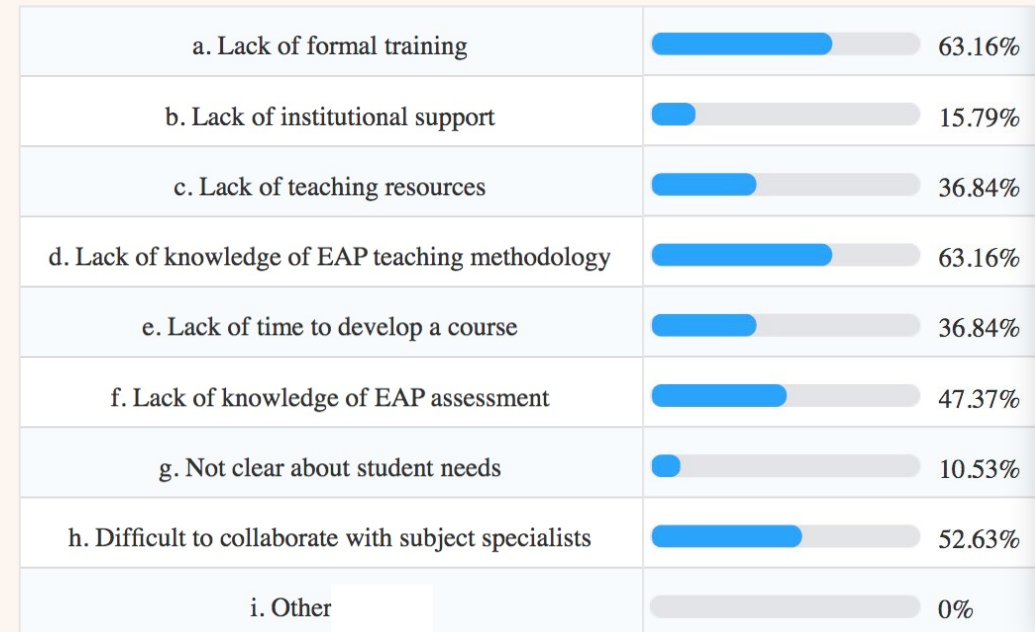
"EAP is more beneficial than EGP at HE level"



What they would like to do to improve their EAP teaching



The challenges they faced during the transition from teaching EGP to EAP



Results and Discussion : Section A

Three adjectives to describe their feelings after moving to EAP



BALEAP Competency Framework for Teachers of English for Academic Purposes

Summary of competency statements

Academic practice	an EAP teacher will –
Academic contexts	have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.
Disciplinary differences	be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.
Academic discourse	have a high level of systemic language knowledge including knowledge of discourse analysis.
Personal learning, development and autonomy	recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.
EAP students	an EAP teacher will understand –
Student needs	the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.
Student critical thinking	the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills.
Student autonomy	the importance of student autonomy in academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.
Curriculum development	an EAP teacher will understand –
Syllabus and programme development	the main types of language syllabus and will be able to transform a syllabus into a programme that addresses students' needs in the academic context within which the EAP course is located.
Text processing and text production	approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.
Programme implementation	an EAP teacher will be –
Teaching practices	familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.
Assessment practices	able to assess academic language and skills tasks using formative and summative assessment.

Results and Discussion: Section B

Academic Practice

	Mean	SD
1. I work with materials and tasks from different subject areas and engage with the ideas they present	3.53	1.26
2. I help students find their way into writing and speaking practices of their disciplines	3.53	0.90
3. I help students to understand university policies and procedures and the reasons behind them	3.37	1.12
4. I work with subject specialists and take account of their different perspective with regard to knowledge communication	2.16	1.12
5. I raise students' awareness of discourse features of texts in their disciplines	3.68	1.11
6. I train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence)	3.79	0.98
7. I apply theories of text and discourse analysis to course organization, materials selection and development, and assessment	3.58	1.12
8. I relate my personal approach to teaching to a specific EAP teaching context	3.63	0.90
9. I engage with academic research and literature to inform my own practice and communicate these ideas to colleagues (eg. conference presentation, publication, action research)	3.37	1.01

Results and Discussion: Section B

EAP
students

	Mean	SD
10. I carry out needs analysis before designing my course	2.89	1.33
11. I use a range of teaching methods and teacher roles in response to different types of learner needs	3.74	0.93
12. I show the use of tasks and materials that incorporate a variety of learner roles and learning styles	3.26	0.99
13. I make links between critical thinking and study competence explicit for students	4	0.75
14. I provide opportunities and stimulus for critical thinking in sequences of learning activities	3.79	0.79
15. I show students' development incrementally across time through syllabus/tasks/lesson plans/materials	3.53	0.77
16. I make the link between autonomy and academic study explicit to students	3.79	1.08
17. I stage the sequence of learning activities from guided to facilitated to autonomous	3.53	0.96
18. I foster student autonomy through group activities as well as one-to-one tutorials	3.32	1.11

Results and Discussion: Section B

Curriculum Development

	Mean	SD
19. I identify aims and objectives of an EAP syllabus to address the gap between students' competence and what they need for academic study	3.53	0.84
20. I integrate course objectives, language and skills content and assessment	3.58	0.96
21. I select, adapt or create materials from appropriate sources and develop appropriate tasks	3.74	0.93
22. I identify and analyse academic genres and the functional and rhetorical features of academic texts and train students to do the same	3.57	1.17
23. I incorporate explicit analysis of spoken and written texts into sequences of teaching and learning activities	3.47	0.96
24. I stage and scaffold the teaching of reading and listening for study purposes	3.53	0.77
25. I use a text-based approach for teaching writing and speaking skills	3.84	0.96

Results and Discussion: Section B

Programme Implementation

	Mean	SD
26. I plan and deliver my EAP lessons based on a syllabus	4.26	0.99
27. I distinguish between teaching subject content, procedural knowledge (e.g., how to go about doing a task) and language knowledge	3.42	1.17
28. I integrate teaching of academic language and academic study skills in lessons	3.84	1.12
29. I integrate study skills into other skills teaching	4	1.05
30. I integrate IT into delivery, to enhance IT skills and reflect academic practice	3.47	1.12
31. I respond flexibly and exploit unplanned learning opportunities effectively	3.37	1.12
32. I integrate course objectives, language and skills content with assessment	4	0.75
33. select appropriate modes of assessment and design or evaluate assessment tools for language and skills for EAP listening, speaking, reading and writing, including integrated skills	3.74	0.87
34. I apply marking criteria consistently and to agreed standards	4.26	0.65
35. I give appropriate feedback on oral and written student performance	4.10	0.66
36. I use assessment outcomes to inform teaching and learning	3.84	1.07

Results and Discussion: interviews

- Participant 1

More than 10 years of teaching experience of literature and 2.5 years experience of teaching academic reading. Most of his students pursue studies abroad. He has no previous of TEAP training.

- Participant 2

More than 10 years of teaching experience of EGP to non-English major undergraduate and more than 5 years experience of teaching academic writing. Most of her students do not pursue studies abroad but need to read English articles or materials in their fields. She has TEAP training experience and overseas academic visiting experience.

Results and Discussion: interviews

- Perceptions of and attitudes toward EAP and TEAP have changed
- Lack of academic writing experience and TEAP training
- Lack of opportunities of working with subject specialists
- Lack of understanding of requirements of the target context that students wish to enter and how these might influence their current educational expectations
- Reflection helps professional development
- Knowledge of applied linguistics helps teaching(e.g. discourse analysis)
- Lack of team and institutional support

Conclusions

- Continuing professional development are mainly through informal routes
- Most teachers learn to teach EAP teaching through classroom experience
- The challenges they face concern understanding
 - EAP pedagogy
 - discipline-specific materials and student needs
 - EAP assessment
- More professional development opportunities are needed
- Need to further explore EAP teachers' knowledge of academic context

More questions to consider

- *What is EAP in Chinese context?*
- *How can BALEAP TEAP Competency framework be adapted to better support teacher professional develop in the Chinese context?*

References

- Alexander, O. (2010). The Leap into TEAP: The role of the BALEAP competency framework in the professional development of new EAP teachers. In: Paper presented at joint conference IATEFL English for Specific Purposes SIG, Bilkent University School of English Language Faculty Academic English Program. English for Academic Purposes in university settings: teacher and learner competencies. Bilkent University, Ankara, Turkey. 18-19 June 2010
- BALEAP (2008) *Competency Framework for Teachers of English for Academic Purposes*. Available at: <https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>
- Cai, J. G. (2012). A way out for EFLT at tertiary education in mainland China. Shanghai: Shanghai Jiaotong University Press.
- Cai, J. G. (2014). Transformation from EGP to EAP: To return the origin of CET. *Foreign Language and Teaching*, 1, 25–30.
- Cai, J. G. (2017a). Review of Chinese Tertiary English Education: Failure and lessons. *Journal of Northeast Normal University*, (5), 1–8.
- Cai J. G. (2017b) Debates Around the Orientation of TEFL in Chinese Tertiary Education. In: Reinders H., Nunan D., Zou B. (eds) *Innovation in Language Learning and Teaching*. New Language Learning and Teaching Environments. Palgrave Macmillan, London
- Cai, J. G. (2019) Reconsideration of EAP: EAP or EGP? *Journal of Xi'an International Studies University*, (3), 7-11.
- Champion, G. (2012) 'The learning never ends' Investigating teachers' experiences of moving from English for General Purposes to English for Academic Purposes in the UK context; What are the main challenges associated with beginning to teach EAP, and how can these challenges be overcome? MA dissertation. Available at: <https://www.baleap.org/wp-content/uploads/2016/03/Gemma-Campion.pdf> (access on 29th September 2018)
- Zhang, M.L and Deng L.M. (2019) Exploring the Impeding Factors for Teacher Engagement in the EAP-oriented Reform. *Modern Foreign Languages*, (1), 111-121. (translation)

Thank you!