Effecting growth in professional identity of EAP practitioners during and after an MA TEAP course

Dr Martha Jones

"Teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice"

(Beijaard *et al.* 2000:750)

Clarke (2008) explores the connections between identity, ethics, agency, and reflection, drawing particularly on the later work of Foucault , focusing on four ethico-political axes of teacher identity- ethical agency

He argues that 'identity work' is indispensable for teachers to exercise professional agency and thereby maximise their potential for development and growth

Scotland (2014) explored the professional identities of ten experienced English language teachers through open-ended questionnaires

His study revealed that institutionally imposed pedagogical adaptation may result in a renegotiation of professional identity for some teachers

Keyword Frequencies, Thematic analysis and Exploratory Analysis of Career Paths using a Story-line approach:

Four main themes

- Career Path

- Teaching Context

- Critical Incidents

- Continuing Professional Development

Statistical comparison (log-likelihood) between specialised corpus and large reference corpus to identify words or phrases that are unique in the specialised corpus.

Comparison of data in four corpora semantically tagged: career path, teaching context, critical incidents and continuing professional development vs. BNC written sampler to identify keywords that shed light on alumni's interests, beliefs and perceptions of professional identity

(Dunning 1993)

Analysing narrative materials of life stories

Realist and constructionist, factist perspective

Description and interpretation, both deductive and inductive, emphasising context, integration of manifest and latent contents, drawing a thematic map, non-linear analysis process, no peer checking

Thematic analysis involves the search for and identification of common threads that extend across an entire interview or set of interviews

(Vaismoradi *et al* 2013; Braun & Clarke, 2006; DeSantis & Noel Ugarriza, 2000).

TEAP Practitioners

Alumni	Nationality	Location	Teaching Context
Alumna 1	Canadian	Canada	University
Alumna 2	American	Switzerland	University
Alumnus 3	British	Japan	University
Alumna 4	Kazak	Kazakhstan	University
Alumna 5	British	Greece/UK	Primary/ Secondary / University
Jonathan	British	Plymouth	University
Debbie	British	Germany	University / freelance
Craig	British	Kazakhstan	University
Sandra	Sierra Leonean/British	UK	University
Matthew W.	British	Japan	University

education in general	Ability and intelligence
work and employment	time: ending
pronouns	groups and affiliation
degree	alive
location and direction	interested / excited/ energetic
decided	degree: boosters
time: present; simultaneous	information technology and computing
understanding	kin
learning	investigate / examine / test / search
time: beginning	Cause & effect / connection

education in general	learning
work and employment	wanted
language, speech and grammar	investigate, examine, test, search
degree	quantities: many, much
able / intelligent	not part of a group
science and technology in general	double-check
paper documents and writing	business
pronouns	location and direction
inclusion	degree: approximators
Information, technology and computing	ability and intelligence

Critical Incidents – keyword frequency

education in general	investigate, examine, test, search
learning	thought, belief
knowledgeable	attentive
paper documents and writing	mental object: means / method
pronouns	mental object: conceptual object
speech acts	quantities: many / much
understanding	comparing: different
degree	science and technology in general
trying hard	time period: short
linear order	difficult

l

Education in general	degree
participating	investigate, examine, text, search
professional	the Media: newspapers, etc.
chance, luck	interested / excited / energetic
pronouns	the Media
quantities: many / much	able / intelligent
change	degree: boosters
learning	belonging to a group
Work and employment: generally	location and direction
Science and technology in general	giving

Research on teachers' practical knowledge embedded in narrative tradition

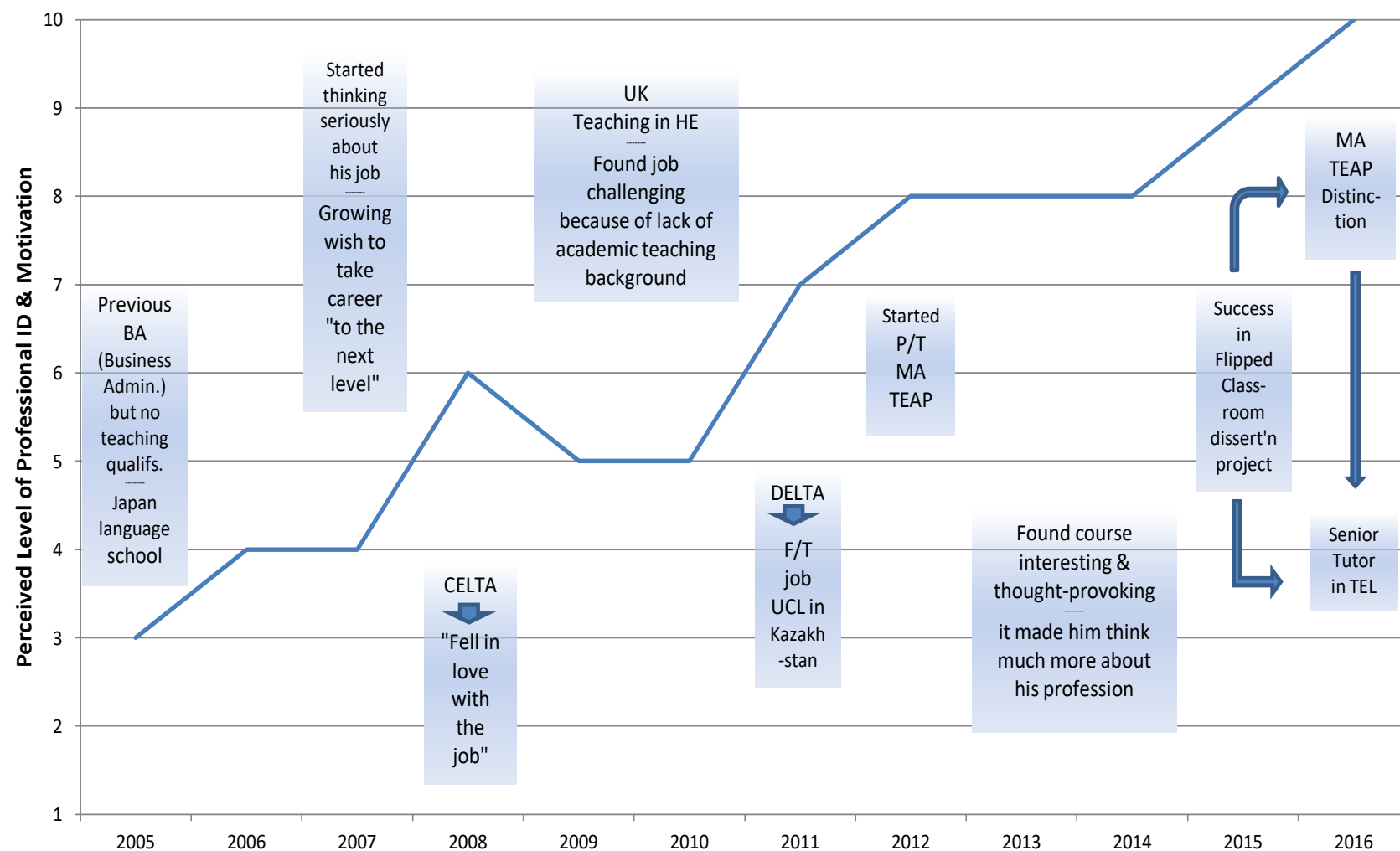Narratives crucial for helping teachers themselves make sense of what they think and do

Story-line method: emphasis on the way teachers make sense of experiences and events they encounter in their own teaching practice

(Beijaard *et al.* 1999: 47)

Craig's Story-line

Going through the more contemporary study process to gain in confidence as knowledge of the field improved

A better understanding of what alumni do, particularly in terms of assessments and research practices

Becoming more objective and thoughtful in the way lines of inquiry are constructed

Increased confidence in a university setting

A better understanding of EAP as a profession and a valid site of inquiry

Having the most expertise in EAP in a team and sharing this knowledge

Gaining in confidence in the workplace and aroused interest in the use of analytical / theoretical frameworks, e.g. text analysis / corpus analysis in different disciplines

Staying abreast of developments in scientific publishing

Interest in courses focusing on advanced research skills and accessing databases available for different disciplines

Permanent EAP / lecturer positions at university

Helping other members of staff to secure full-time permanent jobs

Heavy involvement in the planning and direction of a working group

Freedom to develop courses and oversee other courses in the EAP unit

Being involved in a needs analysis and curriculum development project as a result of newly acquired experience in these areas during MA TEAP course

Need to maintain and expand professional knowledge through conference attendance, networking and publishing / Further opportunities for conducting research, e.g. PhD

Attending educational technology sessions / webinars

Training to mentor new EAP tutors

Training to publish and disseminate research traditionally through publications and non-traditionally through other means, e.g. MOOCs

Little formal CPD on short presessional programmes / sessions not focused on areas tutors would choose

Full-time employment only in the summer. Need to teach EFL the rest of the year

Required to publish to keep permanent job at university but no or little support provided by institution

Institution provides financial support for conference attendance but cannot take advantage of this due to work commitments, esp. senior members of staff

Beijaard, D., Verloop, N. and Vermunt, J. D. (2000) Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective, *Teaching and Teacher Education* 16, pp. 749 – 764.

Beijaard, D., van Driel, J. and Verloop, N. (1999) Evaluation of Story-Line Methodology in Research on Teachers' Practical Knowledge, *Studies in Educational Evaluation* 25, pp. 47 – 62.

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology, *Qual. Res. Psych.* 3, pp. 77 – 101.

Clark, M. (2009) The Ethico-politics of Teacher Identity, *Educational Philosophy and Theory* 41:2, pp. 185 – 200.

DeSantis, L. and Ugarizza, D. (2000) The concept of theme as used in qualitative nursing research, *West J. Nurs. Res.* 22, pp. 351 – 372.

Dunning, T. (1993) Accurate Methods for the Statistics of Surprise and Coincidence, *Computational Linguistics* 19, pp. 61 -74.

Jones, M., Smith, A. and Gao, X. (2017) *International Language Teaching Alumni Resource* (open educational resource), University of Nottingham.
Available at: http://www.nottingham.ac.uk/toolkits/play_17621 .

Scotland, J. (2014) Operating in global educational contact zones: How pedagogical adaptation to local contexts may result in the renegotiation of the professional identities of English language teachers, *Teaching and Teacher Education* 37, pp. 33 – 43.

Vaismoradi, M., Turunen, H. and Bondas, T. (2013) Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study, *Nursing and Health Sciences* 15, pp. 398 – 405.

Questions?