Embracing Knowledge: Empowering EAP

Introduction

The idea of the 'Embracing Knowledge: Empowering EAP' café was borne out of reflection on my own practice, namely my tormented relationship with Systemic Functional Linguistics' (SFL) field-tenor-mode analysis (Halliday, 2013, Maton, Martin & Matruglio, 2016). I failed to understand the concept when I first came across it while studying on a PGCert TEAP. As a result, I dismissed the theory as too complex to be of any use in my practice. Meanwhile, teaching on a series of pre-sessionals, my colleagues and I were repeatedly displeased with the quality of students' presentations. We tried peer reviews and extra practice on discourse markers, and there was some improvement, but not enough. I then, as part of my portfolio-building for BALEAP TEAP, decided to once again face SFL. This time, thanks to my mentor and some reading, I saw the light. Suddenly, *field* translated into the question of *What is going on? What is the purpose?, tenor* into *What is the relationship between the author and the audience?,* and *mode* into *How is it delivered?* began making much more sense. I completely redesigned my usual session on the genre of presentation, and delivered it, explicitly targeting students' understanding and application of field-tenor-mode. Because students enjoyed the session and reported deeper understanding of the genre, I involved further groups of students. Summative assessment revealed significantly higher (than previous) grades across all groups (cohort of fifty), with three students failing (in contrast with the usual 20%).

The aforementioned action research, as well as subject literature, suggest that the symbiosis of theory and practice brings significant value to EAP teaching and learning (Ding & Bruce, 2017). However, theory appears to be largely invisible in EAP classrooms (Cowley-Haselden & Monbec, 2019). What is more, according to recent research (Maton, 2014), this state of affairs is not an isolated case in education. We recognize the power of knowledge, yet (at times), we choose not to use it. Why?

The 'Embracing Knowledge: Empowering EAP' café at the Knowledge in EAP PIM at University of Northampton endeavoured to contribute to the themes of the *Knowledge base of the EAP practitioner* and *Troublesome knowledge*, and invite the BALEAP community of practitioners, curriculum designers, and researchers to collectively investigate the issue and produce solutions enabling to drive the field of EAP forward. Drawing on ideas from Legitimation Code Theory (LCT) (Maton, 2014), it also aimed to reveal the community's known and hidden relations to knowledge, namely whether those relations are charged positively or otherwise. It is argued, that a positive charge moves matters forward, while anything less (less positive, neutral and negative charge) stalls or moves matters backwards, away from the solutions.

What follows is a synopsis and an attempted analysis of discussions that took place in the café.

Session design

Around forty participants across eight tables were asked to discuss four questions and record their thoughts and ideas (henceforth *comments* and *records*) on table clothes. To address, and then move forward from the issue presented above, discussion questions were constructed as follows:

Question 1 (Q1): Do we, as a profession, fear knowledge?

Question 2 (Q2): What makes us thirst for knowledge/'switch on'?

Question 3 (Q3): Do we question the knowledge we have (Is the knowledge we have the *right* knowledge? How do we know?)?

Question 4 (Q4): What can we do, as a profession, to embrace knowledge?

Questions were intentionally general and terms such as 'knowledge' were undefined in order to enable open discussions and survey the community's understanding of the terms. Discussions lasted 60 minutes and yielded 203 comments in total. Q1 received 38 comments, Q2 41, Q3 50, and Q4 74 (see Appendix for the full record of comments). The questions were discussed in random order by small groups of participants, with each group spending an average of 13 minutes on a question. According to the PIM organisers, all participants consented to the use of their comments in this publication.

Findings

Q1: Do we, as a profession, fear knowledge?

Out of 38 comments on this question, 7 imply a positive answer (see Appendix Q1 1, Q1 14, Q1 23, Q1 25, Q1 27, Q1 29, Q1 35), and 3 - a negative answer (Q1 3, Q1 15, Q1 24). The remaining 28 comments do not explicitly answer the question, instead, they either question the question, for example '*what do you mean by EAP knowledge? How is it different from language knowledge?*' (Q1 4), or merely offer a record of a discussion, for example '*some want to see a practical application*' (Q1 8). Despite some of the latter appearing irrelevant (for example Q1 2, Q1 12, etc.), it is important to remember that those comments have been, unavoidably, decontextualized when transferred from discussion onto paper, therefore full justification is impossible.

Interestingly, some of the answers that admit fear of knowledge, immediately offer potential solutions: '*Can we define our profession? Can we define our knowledge base? Might this reduce fear […]?*' (Q1 14), '*Yes, can possibly be mitigated by explicitly recognising students as experts in the subject matter*' (Q1 1), '*Experience makes us fear knowledge less*' (Q1 27). This suggests a positively charged notion towards knowledge. On the other hand, all 3 negative answers appear to be saying 'it is not fear, but'. It is not fear, but we do not ask people who entre profession to have any EAP knowledge (Q1 3), it is not fear but sometimes it feels overwhelming (Q1 15), it is not fear of knowledge but time to get it (Q1 24). This, again, indicates a positive relationship with knowledge which is viewed not as a problem in itself, the problem is something else.

A number of comments answering with a question suggest we are uncertain how to approach 'knowledge' in question (for example Q1 1: '[*knowledge*] *of what? We don't know what this is?*', Q1 4: '*what do you mean by 'EAP knowledge'? How is it different from language knowledge?*') or what is meant by 'we' and/or 'profession' (for example Q1 5: '*'we' depends*', Q1 28: '*WHICH 'profession'*?'). Deficiency of knowledge on who 'we' are as a community ('a profession') and what 'knowledge' is in our context impedes our ability to directly consider/develop a stance on fear of knowledge.

The fact that the overwhelming majority of comments (28 out of 38) do not answer the question suggests low visibility of knowledge in EAP and therefore, a non-positive (neutral and/or negative) relationship to it. From this perspective, the question could be compared to asking an average UK earner about fear of scratching their gold-plated Lamborghini while parking next to a neighbour's diamond-encrusted Mercedes. It is (or appears to be), like knowledge, a luxury we cannot afford, because it is 'elitist' (Q1 29), because we do not have the time (Q1 20, Q1 34), because it '*may reveal issues in EAP (fear?)*' (Q 26), because we may not be professional enough (Q1 31).

Q2: What makes us 'switch on'?

Question 2 yielded 41 focused responses overall, revealing a positively charged relation to knowledge. Whether we fear knowledge or not, according to at least 15 comments, we want knowledge which has an impact in our classrooms and allows our students to grow (Q2 7, Q2 10, Q2 11, Q2 12, Q2 15, Q2 16, etc.). However, we also recognise the need of measuring attainment, knowing the extent of that impact (Q2 11, Q2 27). We wonder whether the '*[…] researchers have a duty to link their theory to practice or do we need more articles that repurpose theory explicitly?'* (Q2 23).

We also recognise a supportive community, of EAP *and* subject specialists, as a major 'switch-on' button (12 comments: Q2 5, Q2 6, Q2 13, Q2 14, Q2 18, etc.). Opportunities to discuss knowledge and how it is constructed, as well as positive feedback and feeling valued (also by institutions) empower us. Although participation in conferences and reading about new knowledge have been mentioned, the importance of a 'two-way' communication indicated by the use of words such as: 'talk' (Q2 14), 'discussing' (Q2 25), and 'cooperating' (Q2 30) appears to have been given the prominence.

Moreover, we do not only wish to discuss knowledge, we also desire to be 'creators', (Q2 1, Q2 8), and not just 'recipients' of knowledge. We seek '*the opportunity to lift a lesson off the page through a different lens. Or write materials through a different lens*' (Q2 17), we 'switch on' when '*we can feed into the design of the curriculum and understanding of its theoretical basis'* (Q2 19). We crave greater involvement and greater credit. We value '*new challenging materials'* (Q2 22) and want '*to know more about EAP […]'* (Q2 9, Q2 32). 'New' and 'different' ideas motivate us (Q2 30: '*cooperating with teachers they have: different knowledge, different ideas'*, Q2 39: '*love learning and ideas. And challenging them. Need a work culture of wanting it. That is supported […]'*). Yet, some comments reveal that we feel we have to be '*allowed to create'* (Q2 8), and we are uncertain whether we can '*[…] <u>validate</u> things in a new way'* (Q2 41).

This leads to a conclusion that (in addition to what makes us thirst knowledge individually) our institutions have a significant power of 'switching' us 'on' by enabling us to teach '*smaller groups'* (Q2 4), and by providing '*money, benefits, job recognition, identity'* (Q2 40) and '*protected time to engage with knowledge'* (Q2 28).

Q3: Do we question the knowledge we have? (Is it the right knowledge? How do we know?)

Out of 50 responses to Q3, 9 clearly indicate a positive answer (Q3 2, Q3 32, Q3 35, Q3 38, Q3 43, Q3 46, Q3 47, Q3 50) and 41 either reflect on the topic or question the question.

Comments directly admitting practice of questioning knowledge explain that we usually do that '*when it doesn't work'* (Q3 24, Q3 32, Q3 35, Q3 46), what is more, we find not knowing if something works '*disempowering'* (Q3 39). Other responses suggest that knowledge '*is consistently questioned across the field, the institution […]'* (Q3 3), that '*the more junior the more we rely on experience. The more senior the person the more they question/engage with knowledge* (Q3 38), and that it is not questioned '*[…] enough!'* (Q3 43). Two comments point to colleagues '*doing this differently!!!'* (Q3 47) and motioning '*a new idea'* (Q3 46) as triggers to questioning knowledge. One comment reports that we question it when we know '*it will be questioned – eg. A job interview'* (Q3 46).

Similarly to Q1, some of the comments questioning the question require definitions of 'we' (for example Q3 1: '*Who is 'we'?*) and 'knowledge' (Q3 8, Q3 42). Others appear to be asking for advice on 'what' knowledge should be questioned (Q3 9) and 'how' it should be questioned (Q3 3), then '*how do we disseminate the*

knowledge, process of questioning, answers found?' (Q3 6). One record addresses the sub-question: 'Is it the <u>right</u> knowledge?' by asking '*Does it matter?'* (Q3 6). On the other hand, there are comments seemingly offering advice on 'what' to question ('*assumptions!'* (Q3 13), '*what we think we know about students' <u>cultural backgrounds</u>*' (Q3 14), '*feedback*' (Q3 16), '*academic language – no one's L1!'* (Q3 19), 'CELTA?!' (Q3 20), '*knowledge to filter down from curriculum design to teaching*' (Q3 48)), and 'how' to question knowledge ('*consider contexts & application […]'* (Q3 5), '*an EAP toolkit of SFL, genres, etc. that we can draw on*' (Q3 26), '*learning about theory & knowledge in disciplines & then linking this to knowledge & theory in EAP*' (Q3 29, Q3 30).

We mention content (disciplinary), linguistic and pedagogic knowledges, as well as knowledge of students' culture and learning styles as, presumably, the knowledges in question (Q3 7, Q3 10, Q3 11, Q3 26), while simultaneously observing relations *within* knowledge, its complexity and dynamics (Q3 12, Q3 15). One comment suggests that linguistic knowledge is downplayed in EAP (Q3 22), others imply that we might be '*limiting what we do'* by '*hanging on to certain theories & knowledge & thinking it's the answer to everything?'* (Q3 33), by '*sticking to the same things'* (Q3 44), by only reading journals within EAP (Q3 36).

The above comments suggest that we have a lot to say about questioning knowledge, however, the majority of comments do not reveal whether we actually do question the knowledge we have. Therefore, our relation to knowledge here is unclear, suggesting a non-positive charge.

Q4: What can we do, as a profession, to embrace knowledge?

Q4 received 74 responses, the most of all questions. 61 comments appear to actively address issues and draw an action plan. Although, as it will become apparent, the solutions are required at all levels, individual, institutional, and disciplinary, the focus in majority of those responses is on 'what' can be done, rather than 'who' is responsible for doing it. This suggests positively charged relations to knowledge, enabling the field of EAP to change, where the change is inevitable, and move forward.

37 comments suggest learning and sharing as the key to embracing knowledge and empowering EAP (eg. *'To embrace??? To build up on the knowledge we have, to acquire new knowledge, to exchange this knowledge with others'* Q4 26). We need to '*keep learning from our students (as much as from elsewhere)'* (Q4 17), '*further qualifications*' (Q4 18), engage in '*different CPD efforts to engage practitioners in knowledge production'* (Q4 41, Q4 71). To do that, we need to '*create a culture where it is expected & wanted, eg. Having a justification for curriculum/materials based on research – encourages further investigation/interest'* (Q4 21). This is in line with other comments which emphasise the need of making knowledge explicit, in teacher inductions (Q4 41, Q4 68), in materials design (Q4 65), in lesson plans with rationale (Q4 49, Q4 38). If we do not do that, and we do not know what knowledge underpins teaching, we cannot embrace it (Q4 65). Therefore, the notion to let go of fear (Q4 27) and reinforce theory in materials (also during selection process (Q4 46)), and ensure that materials have both parents, theory and practice (Q4 73), is a significant one here.

Some comments are even more specific about 'how' we can embrace knowledge. Comment Q4 44 proposes waving (semantic waves in Maton, 2014), while other comments suggest '*select +/- objectives in mind'* (Q4 58), and '*metaphors of knowledge – to help 'open up' discussions about knowledge with resistant [practitioners?]'* (Q4 66).

Comments highlighting the importance of sharing/collaborating/networking/interacting/dialogue are numerous and mention collaboration with subject specialists/other disciplines (Q4 6, Q4 15, Q4 28) and a two-way communication: '*talking back – not just what we can do for you but back and forth dialogue'* (Q4 39, Q4 59, Q4 67). Ideas include 'creating opportunities to share knowledge (Q4 23), and more specifically staff

reading groups (Q4 30) and events, for example learning about new theories at BALEAP events (Q4 37), and inviting subject academics to share how they construct knowledge in their discipline […] (Q4 65).

There is a number of comments highlighting the notion of bringing research and practice together, or rather, bringing researchers and practitioners together. Some advocate placing responsibility on '*both, researchers and practitioners to enable application / understanding of knowledge for the "other" (but moving out of the division of R vs P is also needed)*' (Q4 24), encouraging practitioners '*to do research*' (Q4 31), and acknowledging practitioners who already '*play a vital role in research*' (Q4 29). Others propose '*recontextualising knowledge*' (Q4 5, Q4 13) in order to make easier to embrace (Q4 4). '*BALEAP ♥*' (Q4 13) is mentioned in one response, indicating the role of the association in embracing knowledge.

8 comments (Q4 3, Q4 7, Q4 8, Q4 9, Q4 16, Q4 47, Q4 50, Q4 51) focus on 'time' as a means to embrace knowledge. We need to '*find a comfort zone & time to explore (embrace)*' (Q4 16) and '*lobby for better terms and conditions to make more time*' (Q4 9). This suggests that we recognise that the responsibility for providing us with the time necessary for knowledge embrace rests on us, EAP professionals. 6 comments address specific knowledge such as subject specialism (Q4 1, Q4 25), knowledge about students (Q4 43), and SFL knowledge (Q4 54, Q4 56, Q4 72) as solutions to the 'knowledge embrace' problem. 4 comments (Q4 48, Q4 60, Q4 61, Q4 69) propose a name change, however, they are unclear on what the 'new' name should be, and acknowledge the risk of dividing '*things further*' (Q4 48) should the name change happen.

Finally, 13 comments indicating inability to respond highlight problems with definitions, namely the lack of clarity on the meaning behind 'we' (eg. '*Who? Course writers? Practitioners? Theorists?*' Q4 20), 'profession' (eg. '*Need to define what 'profession' is – who is in it / who is not?*' Q4 2), and 'knowledge' (eg. '*What do we mean by 'knowledge'?*' Q4 52). Those comments also emphasise '*massive fragmentation of EAP across sectors & institutions […]*' (Q4 45, Q4 63) as a factor indicating significant practice divide. Three comments answer with questions concerned with assumed superiority of research: '*Why is research considered 'above' practice?*' (Q4 11, Q4 36), '*Why is research always positioned above practice?*' (Q4 32).

Discussion

It appears that the closed questions, Q1: *Do we, as a profession, fear knowledge?* and Q3: *Do we question the knowledge we have?* produced somewhat unclear responses revealing a non-positively charged relation to knowledge, a relation that takes us nowhere. However, diverse, focused and much more numerous comments on open-ended questions, Q2: *What makes us switch on?* and Q4: *What can we do, as a profession, to embrace knowledge?*, uncovered quite the opposite, a positively charged relation to knowledge, and therefore, a recipe on how to move the field of EAP forward.

What is particularly encouraging, is that there already are initiatives enabling putting our action plan into motion. To name a few, BALEAP's TEAP scheme already advocates many of the points raised in discussions, including learning and sharing. BALEAP's ResTES events, as well as JEAP, increasingly encourage practitioner research. Moreover, practitioners (including the author) form groups of 'critical friends' or 'reading groups' to collaboratively (face to face and/or online) peer review each other's drafts, discuss ideas and reading. Furthermore, a new jiscmail list, Theory-into-Practice (TiP), has been created as a direct result of the above discussions, and to address the divide between theory and practice in and beyond EAP. There is an existing BALEAP jiscmail list where EAP professionals regularly discuss issues and ideas. To follow up on our plan, we need to participate and/or create new opportunities to learn and share knowledge, and encourage and support colleagues in doing so too.

At this point it is critical to highlight that the above synopsis and attempted analysis is limited. Although it is safe to assume that there were around forty participants, including practitioners, curriculum designers, and researchers, they cannot be viewed as fully representative of the entire BALEAP community. Moreover, as previously mentioned, the comments have been decontextualized when transferred onto paper, and any of the participants, or readers, could have analysed them differently. To (slightly) remedy the latter, I strongly recommend the Appendix and/or Padlet attached, where original comments are available for everyone to view. To remedy the limitations further, broader and more rigorous research on the topic is recommended.

To conclude, knowledge empowers EAP. By embracing it, and the above suggests we know how, we not only have the power of moving the field forward, but also forging our identity as an ambitious, inquiring and confident professional community within Higher Education.

References

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Appendix

Discussion comments from BALEAP PIM Northampton: Knowledge in EAP. June 2019.

Padlet https://padlet.com/jokukuczka/3vugb9su6j3k

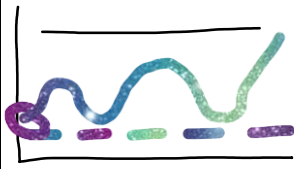| No.	Q1: [Do we, as a profession, fear knowledge?]	Q2: [What makes us 'switch on'?]	Q3: [Do we question the knowledge we have? (Is it the right knowledge? How do we know?)]	Q4: [What can we do, as a profession, to embrace knowledge?]

1	[… <u>knowledge</u>…] - Of what? - We don't know what this is. - Yes. Can possibly be mitigated by explicitly recognising ss as experts in the subject matter	Sense of ownership	Who is 'we'?	Subject specialism
2	Research → Practice ↓ ↑ ↓ Curriculum	Feeling valued	Yes but it is consistently questioned across - The field - The institution - …	Need to define what 'profession' is – who is in it / who is not?
3	As a profession we don't ask people who entre to have <u>any **EAP knowledge**</u>. They have language knowledge + teaching knowledge but not EAP knowledge. It's not a fear.	Easy application (from research to students)	How do we question the knowledge?	Time/motivation is an issue for embrace.
4	↑ what do you mean by 'EAP knowledge'? How is it different from language knowledge?	Smaller groups: feeling like I can make an impact	How do we disseminate the knowledge, process of questioning, answers found?	Recontextualisation of knowledge (theory to practice) to make it easier to embrace.
5	[Do <u>we</u>, as a profession…?] – 'we' depends	Good, supportive community	Consider contexts & application of in acc. format	Make knowledge embracable by all - not just researchers and practitioners with *illegible*
6	What knowledge is appropriate + required?	Good, supportive community – more likely to ask for help	[Is it the <u>right</u> knowledge?] Does it matter?	Collaboration with subject/discipline academics
7	How do you present your knowledge to 'outsiders'?	Seeing something work in practice with ss	Knowledge of: - students' <u>culture</u> - learning styles - EAP field - learning process - change	Time!!!
8	Some want to see a practical application	Being allowed to create	[Do we question the <u>knowledge</u> we have?] Definitions required	**TIME**

9	'imposter syndrome' different knowledge bases + experiences	Further qualifications related to EAP	As a practitioner – <u>what</u> kind of knowledge do you question?	Lobby for better terms & conditions to make more time
10	Many EAP teachers come into EAP via Celta/Delta training which has a recontextualised knowledge base (often handed down as a set of 'do's and don'ts). We need to help EAP teachers reconnect with theory (not recontextualised) and develop an EAP approach to curriculum design & pedagogy from there.	Seeing impact on students ⇓ seeing growth	↰ Content (discipline)	Don't be afraid to take your expertise to the institution (assuming you got some)
11	How much knowledge of different disciplines (and their <u>research base, curriculum and pedagogies</u>) do EAP practitioners need? → knowing about disciplinarity rather than disciplines can help with that	need to track ss progress something new!	↘ But <u>linguistic</u> knowledge / **<u>pedagogic</u>**	Why is research considered 'above' practice?
12	"Hedgefox" (part Fox part Hedgehog. Cr. Aesop) → Mary Carr, St. Andrews	Helping students embrace complexity	↘ - <u>dynamic</u> - <u>transformative</u>	Recontextualise?
13	Knowing well how to know a little bit about everything, esp. as an in-sessional teacher	+ve feedback	Assumptions!	BALEAP ♥
14	Can we define our profession? Can we . : . define our knowledge base? Might this reduce fear of ↑ confidence in knowledge & application of it?	A good conference talk that can help me to connect knowledge to something that I do in class	↰ What we think we know abt sts' <u>cultural backgrounds</u>	[What can **we** do…?] Group or individuals?
15	NOT FEAR but sometimes it feels <u>overwhelming</u>	Something that has a practical use	Complexity	↰ - multi-disc. - EAP

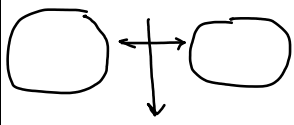| 16	<u>Facilitator role</u>	When we hear /come across something that makes or helps us make connections to our actual practice.	Feedback	Find a comfort zone & time to explore (embrace?)
17	Is knowledge important OR a knowledge BASE	Having the opportunity to lift a lesson off the page through a different lens. Or write mat thorough a different lens	Who are we involving in our knowledge?	Keep learning from our students (as much as from elsewhere)
18	Lang in society ↑ profession ← <u>which</u>?	So when the 'butler' / 'handmaiden' sits shoulder to shoulder & 'meddle in the middle' – w/ discipl. staff	How is our knowledge perceived across institutions?	Further qualifications Phds/EdDs
19	If knowledge = sounding academic OR NOT appearing <u>legitimate/valid</u>?	When we can feed into the design of the curriculum and understanding its theoretical basis.	Academic lang – no one's L1!	Conferences: - Learning about new theories - Bringing 'it' back cascading
20	Pressure of **TIME** – again!	A certain amount of competition between teaching teams	CELTA?!	Who? Course writers? Practitioners? Theorists?
21	Forces that **disempower experienced** EAP practitioners who feel "intimidated"	Scott Thornbury's idea that texts should be used for meaning and discussion as well as linguistic features – this has shaped my teaching!	↘ Inter-cultural?	Create a culture where it is expected & wanted, eg. Having a justification for curriculum/materials based on research – encourages further investigation/interest.
22	The more you know the more you realise you don't know! (again!)	New challenging materials	Linguistic knowledge – do we value it enough?	Networking with people
23	Possible fear of the 'what', but should be on the 'how'. Knowledge fear of evidence of impact of EAP.	Do researchers have a duty to link their theory to practice or do we need more articles that repurpose theory explicitly?	Bringing/inviting lecturers to EAP events	Create opportunities to share knowledge to ↑ motivation to 'embrace knowledge'
24	No fear of knowledge but time to get it.	Impact we are having & VALUE	Do we question knowledge when things are going wrong?	"responsibility" is on "both" researchers and practitioners to enable application /

				understanding of knowledge for the "other" (But moving out of the division of R vs P is also needed)
25	Fear of subject knowledge	Discussing with a subject specialist on how can we meet students' expectations through real life situation activities! *illegible*	- Sitting in lectures -	Who needs to know a specific / disciplinary knowledge?
26	Knowledge may reveal issues in EAP. (fear?)	Knowledge I can see an application to my practice. It's not that knowledge isn't interesting, but I have finite time. I can's 'study' for 'study' sake. It must be relevant to my day to day work. This makes me switch on.	An EAP toolkit of SFL, genres etc. that we can draw on.	**To embrace??** • To build up on the knowledge we have • To acquire new knowledge • To exchange this knowledge with others
27	Experience makes us fear knowledge less	Impact of what we do. Need to measure attainment/quality.	**TIME** again! Do we have time to reflect & consider what we know. Often people know more than they think.	LET GO OF FEAR!
28	[Do we, as a profession…] = WHICH 'profession'?	Do we need protected time to engage with knowledge?	The more you know, the more you realise you don't know.	Collaborate more with other disciplines & colleagues
29	Yes: intimidating Exclusive Metalanguage Inaccessible for tutors (Elitist??)	Does the way we are evaluated by the institution need to change so that engaging with new knowledge is valued?	Learning about theory & knowledge in disciplines & then linking this to knowledge & theory in EAP.	Teachers who facilitate research need to be **acknowledged** for their vital role in research
30	Field = topic Tenor = register Mode = medium	Cooperating with teachers – they have: - Different knowledge - Different ideas	↖ Key step	STAFF READING GROUPS → COLLABORATION WITH COLLEAGUES
31	Identity – do we feel like professionals – are we treated like professionals?	We must be selective in learning knowledge Have a clear focus	It is good to be aware of knowledge we do not have – especially when teaching in disciplines.	Encourage practitioners to research

32	Fear been seen as being 'unknowledgeable'	Wanting to know more about EAP. Feeling my idea of EAP was different to my colleagues'. Needed to find out more. Confirm my understanding was valid.	We question the knowledge when it doesn't work	Metaphors we live by… UP=GOOD / DOWN=BAD Why is research always positioned above practice?
33	It is difficult to talk about fear of knowledge on behalf on the other colleagues who are not here – who might not be embracing knowledge. The attendees here today unrepresentative of the 'profession'.	Practical "problem solving" – eg. Seeing sth that could be done better + *illegible* how to do this	Do we hang on to certain theories & knowledge & and think it's the answer to everything? Limiting what we do?	Reduce the use of acronyms? ☺
34	Teachers busy + underpaid: lack time to engage	"FINDING STH THAT SWITCHES MY SS ON"	Having time to reflect on & recognise the knowledge they have	- Can we do this if we don't know what the 'profession' is? - To be a 'professional' – need to be more valued – work contract, etc.
35	'Fear' might be linked to how people enter the 'profession'. It's not like doctors or nurses = some EAP practitioners have 4 weeks training! ↓ learning on the job.	The evaluation of language (engagement with the "Zeitgeist") + new approaches / interpretations	We tend to question new knowledge when something doesn't work – in the classroom or negative feedback – when a colleague says something we don't understand piques our curiosity	How to incentivise those who are on practitioner contracts?
36	What is SFL? Systemic Functional Linguistics - Could say "use of grammar for different purposes in different contexts"	"The closer I get to the (Arts) lecturers…" (Emma) – encourages going away and discovering more	What journals are we reading? JEAP? JESP? LAN.LEARN? Do we only stay within EAP?	Why is research considered "above" practice?

	- Difficult if it don't know the <u>acronym</u> ↑ elitist? Labelling (to appear more knowledgeable) exclusive			
37	(Our) knowledge is more cumulative than front loaded eg. Others in disciplines may come in with PhDs. We come in maybe via travel, teach get Celta, get Delta, get into EAP, learning on the job.	Staff: maybe not even thinking about eg. how knowledge is constructed → this can be a 'switch on' – when others see what we can bring	Knowledge is valuable and essential to EAP teaching. Knowledge about EAP theories and knowledge about a specific subject.	BALEAP events can introduce you to "new" theories beyond eg. Swales
38	"knowledge" ? content of the discipline = sts have knowledge How to **bridge** = EAP practitioner ↑ some don't like this role ~ not 'academic' or 'elitist' enough?	Genre analysis brought to teaching with lecturers in team teaching	The more junior the more we rely on experience. The more senior the person the more they question/engage with knowledge.	<u>TEACHERS'NOTES</u> SHOULD INCLUDE RATIONALE & SUMMARISE THEORY
39		Love learning and ideas. And challenging them. Need a work culture of wanting it. That is supported. Personal/self-identity ↓ Make us want knowledge. We need it We like it	Disempowering not to know if something works or is useful	Communication with other departments: talking back – not just what we can do for <u>you</u> but back and forth dialogue
40		Pragmatic Motivations – money,	REFLECTION: It depends on:	Different CPD efforts to engage practitioners & in

			- The innate resistance of the teacher - How much knowledge is generated from research and/or experience - How engaged course writers, students and teachers are - Pedagogy	knowledge production
41		Can we <u>validate</u> things in a new way?	It depends on what the key aims of lessons/courses are	Preparation & induction of Ts
42			What knowledge? Content? EAP? Technological?	Ensuring QC?
43			Not enough!	Knowledge abt students/learners
44			Do we stick to the same things?	
45			Our knowledge cycle should be: knowledge theory experience self-generated knowledge	MASSIVE FRAGMENTATION OF EAP ACROSS SECTORS & INSTITUTIONS. - Sits in different place in every uni - 'all over the shop'
46			We don't question our knowledge unless… - When it doesn't work (eg. Bad class, feedback) - When a colleague motions a new idea (either new/exciting or [*illegible*] - When we think it will be	Selecting teaching materials is important

			questioned -eg. A job interview	
47			Yes, when I come into contact with people doing this differently!!!	Money? Time? Economics affecting our place.
48			Knowledge to filter down from curriculum design to teaching	Should we take the E out of EAP? – won't this divide things further?
49			Our knowledge base is not always interesting to students – it needs to be heavily recontextualised	Articulating knowledge abt students/learners through materials development
50			Yes, it's frustrating because I haven't got the time to really go beyond what I'm most familiar with	Time to <u>gain knowledge</u>
51				Time to **reflect**
52				What do we mean by <u>knowledge</u>?
53				Is it our own disciplinary knowledge of EAP and/or content knowledge of students (e.g. mechanical engineering/law)
54				SFL deeper theory than genre (Swales) <u>Theory of not a language</u> Tension between SFL & genre theory… Is it
55				We & our students need to learn the tools of SFL – is it beneficial (time intensive) When they get it – it works.
56				SFL & Genre – have discourse <u>in common</u>

57				Students – so what? Do I care about these models? I want to get through my program?
58				[embrace] Select +/- **objectives** in mind
59				'talking back' to other departments & letting people know what we know & do
60				**Name change**
61				Name change – change 'EAP'
62				We need to have consensus on what EAP is… discipline, subject?
63				'fragmented' in the sector ⟶↓ subject areas, departments, part of X
64				Events – invite subject academics to share how they construct knowledge in their discipline – based on a theme (eg. criticality)
65				Should we be explicit about the theory that underpins the materials/lessons? If we don't know what knowledge is being used we can't embrace it.
66				Metaphors of knowledge – to help 'open up' discussions about knowledge with resistant
67				- An idea of where we sit within the university

			- Interacting with disciplines vs 'Butler' role
68			Forefront knowledge in induction for staff.
69			Change name? EAP ⟶ ??
70			VISIBILITY IDENTITY
71			In-house CPD – sharing sessions
72			Link genre to field-mode-tenor using metafunctions
73			Practice Theory materials
74			practice ... grading theory ... theory