

EAP teacher motivation and the global spread of English

The aim of this presentation is to raise awareness of the implications of various critical issues for EAP policy/practice and the motivation of EAP teachers in British Higher Education (BHE). It critically discusses a number of issues connected with the motivation of EAP practitioners in BHE, the subject of my ongoing PhD research, situated in particular against the contemporary spread of English and the internationalisation of BHE.

Firstly, given the growing literature on teacher motivation in educational psychology and teacher education, it is surprising that the issue has been given so little attention in the EAP context, especially when considering that teacher motivation can directly influence the motivation/ achievement of learners.

Secondly, during the past few decades, EAP teachers have witnessed many changes, including increasing numbers of international students at British universities, transformations in the role of EAP and developments regarding settings and 'communities of practice'. The presentation argues that these factors can influence teacher motivation, so it is a ripe area for research.

Thirdly, English has become the global lingua franca, which is having a major influence on how it is being used/taught worldwide, including BHE. The growing consensus among scholars is that the competence of a 'native speaker' (NS) is no longer a relevant benchmark for ELT (Jenkins, 2011), which also applies to British universities with large international communities. Meanwhile, EAP settings and teacher education have been criticised as lacking in catering for 'international' or 'non-native' (NN) aspects of language and culture. There are still relatively few NN EAP tutors working in BHE. The 'international' university's English language requirements continue to be based on examinations rooted in native English. Finally, the myth of the NS as an ideal teacher and negative positioning of NNs are still widespread among many learners and staff, leading to inequalities, such as linguistic and employment discrimination. Again, these issues are likely to impact the motivation of EAP practitioners, especially those coming from 'non-Inner Circle' backgrounds.

References:

Jenkins, J. (2011). Accommodating (to) ELF in the international university. *Journal of Pragmatics* 43, 926-936.

Gosia Sky is an EAP teacher and a co-editor of the IATEFL Research SIG newsletter, currently doing a PhD at the University of Warwick on teacher motivation in British HE.

gosia.sky@hotmail.co.uk