

EAP TEACHER MOTIVATION AND THE GLOBAL SPREAD OF ENGLISH

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INTRODUCTION

1. EAP, 'nativespeakerism' & internationalisation
2. Teacher motivation – a hole in the wall?
3. Motivation of EAP practitioners in BHE –
research overview



1. EAP, 'nativespeakerism' & internationalisation

- EAP – “teaching English in order to support learners’ study, research or teaching practice in that language”
(Flowerdew & Peacock 2001:8)
- various contexts due to the widespread use of English
→ different needs of students/ educational policies/ the way EAP is taught in practice
- EAP in BHE: language centres/units/departments (e.g. AL) → impact on access to research/funding etc
- language settings in HE: L1/ENL, L2/ESL, EAL/EFL → not monolithic + different support for home/overseas



1. EAP, 'nativespeakerism' & internationalisation

A few things to consider:

- English has become a global lingua franca
- NS benchmark is no longer relevant for ELT (most interactions in English occur between NNs)
- Many universities have become international
- Multilingualism is becoming a global academic norm

(Jenkins 2011)



1. EAP, 'nativespeakerism' & internationalisation

At the same time:

- EAP taught in BHE is still based on the largely BE/AE norms despite universities' claims to internationalism
- International students who want to study at international universities have to pass exams based on the NS model
- ELT teacher education in Britain criticised as lacking the international/ NN aspects of language & culture
- Linguistic & employment discrimination of NN EAPs despite the Policy of Equal Opportunities (2010)



1. EAP, 'nativespeakerism' & internationalisation

Consequences:

- If students have to pass exams based on NS model (e.g. IELTS) → NS
- If AMs have to prove that EAP staff all have NS-rooted qualifications (e.g. DELTA) to be BC accredited → NS
- If NN EAP Ts in BHE have to follow NS norms/are discriminated against → few NNs



1. EAP, 'nativespeakerism' & internationalisation

“A genuinely international academic approach would mean accommodating (to) the diverse multilingual and multicultural populations that inhabit English-medium universities instead of expecting these populations themselves to accommodate (to) a narrow assimilationist model of English.”

(Jenkins 2011: 927)



1. EAP, 'nativespeakerism' & internationalisation

This has IMPACT on:

- EAP teachers ('negative positioning' of NNs, inequalities - Clark & Paran 2007; Moussu & Llorca 2008)
- EAP students (NN English seen as failure/ error; no successful NN role models apart from those 'native-like')
- EAP pedagogy (lack of international aspects of language & culture; myth that a NS is automatically a better teacher; intercultural competence understood as NN→NS)



2. Teacher motivation – a hole in the wall?

- Little attention until recently (\neq st motivation) & no research in EAP
- Watt & Richardson (2008) - Special issue on TM in *Learning & Instruction* – areas of research:
 - a) Ts' career choices
 - b) teaching process
 - c) factors influencing the development of Ts & Sts
- Kubanyiova (2009) – research on Slovakian EFL teachers' conceptual change based on Dörnyei's L2 Motivational Self System (in Dörnyei & Ushioda 2011)



2. Teacher motivation – a hole in the wall?

Features relating to TM (facilitators & barriers):

- intrinsic components
- socio-contextual factors
- temporal variation
- negative influences

→ relevance of other studies (job satisfaction, stress, emotions, identity, cognitive development)

(Dörnyei & Ushioda 2011)



2. Teacher motivation – a hole in the wall?

TM from current socio-dynamic perspectives:

- A person-in-context relational view of L2 motivation (Ushioda 2009)
- L2 Motivational Self System (Dörnyei 2005)
- L2 motivation from a complex dynamic systems perspective (Dörnyei & Ushioda 2009)

(in Dörnyei & Ushioda 2011)



3. Motivation of EAP practitioners in BHE – research overview

Aims & research questions:

1. How do EAP teachers perceive their motivation to teach EAP in BHE? (reasons for teaching, changes in motivation etc.)
2. What are EAP teachers' attitudes towards 'nativespeakerism', internationalisation of universities and the global spread of English, and what are the implications of these issues on their motivation and professional practice?



3. Motivation of EAP practitioners in BHE – research overview

Supplementary data collection:

3. What are EAP students' attitudes towards N/NN EAP teachers?
4. What do academic managers think about 'nativespeakerism', internationalisation of universities and the global spread of English, and the impact of these issues on EAP teachers' motivation and professional practice?



3. Motivation of EAP practitioners in BHE – research overview

3-stage mixed methods study combining qual + quan:

- Stages 1 & 2 – EAP teacher interviews
- Stage 3 – EAP teacher survey

Supplementary data:

- EAP student survey (stages 2 & 3)
- Interviews with AMs (stage 3)



3. Motivation of EAP practitioners in BHE – research overview

So far:

- Conducted 10 EAP teacher interviews
- Collected over 700 EAP student questionnaires from 15 universities in England (95% showed preference for NS)
- Document analysis & EAP practitioner database (details from 34 out of 90 universities in England) → internationalism not reflected in TEAP



Conclusion

- English, nativespeakerism & internationalisation – issues & challenges for EAP teachers, students & pedagogy
- TM – little research, gap in EAP context, impact of the underlying issues (e.g. global spread of English; N/NN, internationalisation)
- PhD – better understanding of the motivation of EAP practitioners in BHE for the benefit of students, teachers & the field of EAP

Thank you for listening 😊



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