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The impact of transnational universities on teaching English for Academic Purposes (EAP)

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My assigned/claimed identities immediately after moving to Uzbekistan

- The American neighbour
- Someone's wife
- An ex-teacher
- A professional translator
- A housewife with a previous job
- A native speaker of English
- An expat
- The weird woman
- Queen of France
- A know-it-all
- A native speaker of English
- A lecturer at a transnational university

- Definition of identity

How a person understands his/her relationship to the world, how that relationship is constructed across time and space and how the person understands the possibilities for future. (Norton, 2012)

Identity is socially constructed.

- Why it matters (in education)
 - It gives an account of the “Possible selves”: Individual’s ideas of what they might become, what they would like to become and what they are afraid of becoming. (Ushioda and Dorneyi, 2009) This is important to create motivation.

Students in IBCs and students studying abroad

Students in IBCs in their own country in non-English speaking countries	Students studying abroad (international students)
The fact that they can speak English is mostly seen as a privilege in their communities.	Speaking English is not considered a bonus in the new community. It is a must.
They do not need to make drastic changes or adjustments to their cultural norms.	They need to make adjustments to their cultural beliefs and knowledge to fit into the community.
They may feel privileged/ needed.	They do not feel needed or at times welcomed in the host country.
Their social obligations will mostly remain the same as before.	At least some of their social obligations change.
Their instructors may have limited language proficiency an/or knowledge of the foreign context.	The instructors are either native speakers of English and/or have a reasonable understanding of the context.
They usually do not use English outside their universities.	They need to use English everywhere.

Teaching English for Academic Purposes (EAP) is teaching English with the aim of helping students whose native language is not English, study their chosen field in English. (Hyland, 2006)

How we understand EAP's role in the academy affects its definition.

The three conceptions of EAP:

- Study skills: Deals with the more mechanical aspects of study such as referencing
- Disciplinary Socialization: Learning is an acculturation into a new culture. This approach looks for facilitating interactions with others within the particular social and institutional contexts. (Context and discourse are important)
- Academic literacies: The ways we use language are patterned by social institutions (Halliday's context of situation and context of culture)

Different contexts demand different communication strategies, and learning needs are more varied than ever.

- The nature of what is being taught, which is the language itself used to teach it.
- The relationship between language and culture
- In most curricula no other subject directly covers the concepts of culture, identity and study skills.

Population:

So far eight EAP lecturers at WIUT have been interviewed.

- Language teaching experience on average: **13 years**
- EAP teaching experience on average: **6 years**

Students:

So far 57 undergraduate student of WIUT in the second, third and final year of their studies have filled in the required questionnaire.

Methods of data collection:

- Semi-structured interviews with teachers
- Questionnaires for students

Quotations taken from interviews with the EAP Lecturers

JULIA: Without knowing the (English) language, students cannot improve their academic skills.

JULIA: What is important to teach is the “educational culture”... for example not to plagiarise.

ANNA: If students learn to be autonomous, even if teachers are not native-like, they can still develop.

ANNA: It would be very artificial if we concentrate on the UK culture only.

ANNA: What we talk about (in the classes) and not only the subject matter can affect their thoughts and identities.

MIRANDA: EAP should be available at all levels.

MIRANDA: I would primarily focus on English (e.g. paraphrasing). Everything else can be part of other courses, too.

SAMIRA: We don't need to help reshape their (the students') identities. We need to improve their vision.

SAMIRA: Our syllabus should be help to motivate them (the students).

SEVARA: We need to adjust teaching to the needs of the students.... In most cases we have to adjust the materials available.

SEVARA: Our task as teachers of any subject is to help them (the students) develop. We have no right to tell them what is right and what is not.

NIGINA: We should prepare students for the international community.

DIYORA: The students should have at least upper intermediate knowledge of language (when they enter the university)... But we don't have the time to prepare them for that if they don't have that level of proficiency. We can encourage them to invest more time on their learning. We need to motivate them.

- More emphasis should be placed on English and the four skills when students still need it.
- More hours should be devoted to the teaching of EAP.
- Developing materials which specifically address the demands of the community would be a bonus.
- Job market is getting more internationalised; therefore, creating cultural awareness and helping with flexibility play important roles.
- Many EAP instructors have learned how to teach EAP through trial and error and no course has been developed to help them.
- Background of the students should be taken into consideration.

- Teachers of all subjects and all levels (from school to all classes at university) are responsible for **helping students develop their critical thinking skills and become more autonomous; making sure everybody respects academic honesty; motivating students and **maintaining** this motivation.**
- Teachers of all subjects should also consider improving their language proficiency, no matter how good they already are.

Anna: Concepts such as academic honesty should be a part of any study that students undertake and should not be limited to higher education.

The majority of the students believe

- writing
- exercises that help develop their critical thinking
- practising to conduct small scale research projects
- exercises on improving their knowledge of vocabulary
- academic honesty (plagiarism)

should be the priority in an EAP class.

- More countries and contexts should be studied.
- More data should be accumulated. (data collected from more teachers, students from different contexts, alumni)
- Comparative studies are required, comparing TNEs, local university students and international students.
- Narratives and longitudinal studies seem to be very helpful in clarifying points.
- A thorough analysis of what exactly should be included in EAP syllabi in TN universities should be done and textbooks should then be prepared accordingly.

- EAP syllabus should be revisited to accommodate students studying in IBCs.
 - EAP Teachers working in TN contexts should receive special additional support and training.
 - Specific textbooks for TN contexts seem to be in demand.
 - Many of the lecturers regardless of what they teach may benefit from taking some EAP classes.
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- TN universities should be conscious of the shift in students' identities happening due to studying at these contexts.

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