### Agenda

#### STAGE 4

A practising teacher who is TEFLQ diploma in ELT/TEFL qualified. This is the entry level for EAP teaching.

1. **At this stage you may have some of these characteristics**
   - Have experience of EAP as a teacher on a summer pre-sessional course
   - Have some or considerable, EFL experience or experience as a teacher in another subject
   - Have experience as an IELTS (or other) examiner

2. **You may have some of these needs**
   - to understand scholarship and to teach to the demands of university study
   - to understand discourse beyond the sentence
   - to understand the features of academic lexis

3. **Understanding and skills you need to develop**
   - Applying a coherent syllabus to meet students’ target needs
   - Evaluating materials for their relevance to students’ target needs
   - Teaching language skills at the discourse level
   - Scaffolding tasks in order to teach to the target rather than the level of the student
   - Recognising and prioritising transferrable skills and language

4. **How you progress at this stage**
   - Understanding and actively engaging with the competencies in the BALEAP competency framework for teachers of EAP [www.baleap.org.uk/teap/index.aspx](http://www.baleap.org.uk/teap/index.aspx)
   - Reading EAP teacher development literature, especially EAP teacher handbooks
   - Engaging with the teacher’s books for EAP courses
   - Identifying experienced EAP teachers who can advise and lend materials
   - Attending EAP staff development workshops and conferences
   - Joining relevant online discussion forums

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<tr>
<th>Positive signs of development at this stage</th>
<th>Ways in which you should be supported by your institution</th>
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<td>You recognise that EAP is different from General English and from IELTS, but you may feel unconfident as a result You undertake some reflective research and start to develop new approaches and materials for your own lessons You discuss your ideas with colleagues</td>
<td>Well planned induction A useful EAP resources base, including shared materials Regular staff development workshops Opportunities to share ideas and materials with colleagues Reflective observation (with manager or peers)</td>
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<th>Things to beware of at this stage</th>
<th>Ways in which these can be tackled by your institution</th>
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<td>Overconfidence through failure to understand the degree of change required A restricted view of what EAP involves, e.g. limited to study skills or exam preparation Problematizing students or their backgrounds Fear of risk-taking, leading to ‘safe’ teaching with familiar content and approaches Fear of observation, leading to ‘stock’ lessons</td>
<td>Close mentoring A requirement to follow a CPD pathway</td>
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