**Issues and ideas from the first session of EAP *in the* North**

*Prompts for discussion*

* What is your definition of EAP?
* How do notions of 'EAP" change as we move between contexts?
* How far do
  + the people we work with,
  + the resources we use and
  + the institutions we are part of colour what we think EAP is - and what is possible?

*Summary of discussion points*

* TEAP is not TEFL in sheep's clothing.
* It involves thinking skills before writing skills.
* Students need principles of writing not minutiae of grammar.
* We need to understand the relationship between language and academic skills and content, in order to decide what to teach and focus on?
* Need to *know* what students really need to be able to do on course.
* Students need to engage with and access their critical community. It takes a long time for EAP teachers to find out about that.
* Need time for resource-development. What one develops can be defined institutionally.
* Barriers: EAP departments are being asked to focus only on language skills, rather than academic skills, but the reality experienced by the people at the meeting is that the two are importantly interrelated.
* If assessing, what shall we assess, how much, and how? How much testing is too much testing?
* Institutional perception of EAP department influences/shapes also assessment and course content.
* Universities only just beginning to realise that they need to re-word assignment/exam questions to ensure better understanding (for EAP *and* other students).
* Where are EAP centres placed with a university?
* Concerns over blame-culture within universities: 'fault' placed on EAP department.
* Lack of profile of EAP, whether established or emerging. Constantly need to raise the profile. Prejudice? Lack of support? Inconsistency? Lack of awareness?
* EAP centres need to showcase the enormous effort students have already made. Many lecturers need reminding that they, too, would find it tough to get their Chinese up to scratch to succeed in a master's in China.
* Who inspects you? This can determine/influence what 'colour' your EAP becomes, including the qualifications of teachers/staff, e.g. DELTA (and equivalent) or masters degree.
* Problem of recognition of qualifications/professionalism of the EAP team by other university staff. Need for explicit promotion of qualifications.
* Disparity between lecturers' actual behaviour and what is preached.
* Also insecurity among lecturers in terms of 'external' (i.e., EAP) teachers telling them how to teach. So important for EAP teachers to show respect for lecturers and not to preach about good teaching.
* How do we work closely with academic partners? Perhaps network – go to inaugural lecturers; develop relationships with the academic development department.
* You have to go local. i.e. find out and respect the institutional needs and expectations. (For example, a Greek lecturer with idiosyncratic requirements for assignments as role play: 'Imagine you're a judge...')
* If there was a writing centre, e.g. at Glasgow Caledonian University, what could be in it?
* Question of who 'owns' native speakers.
* Dangerous to separate out EAP and native English speakers.
* Consider: social, functional, linguistic side of these, including application in real settings, such as work-based placements.
* Ought we to separate out UG and PG students? Leeds representative finds this useful. Recognition of the reality that it's not just language/academic skills, it's also world-awareness that's involved.
* Some students have not yet experienced independence. The pre-sessional course at St Andrews University includes orientation courses in the countryside, and stays at youth hostels.
* True internationalisation means not just recruiting overseas students, but also creating/supporting an international study environment.
* Impact of visa regime: how many students can we take? What can we do?