

<b>STAGE 4</b>	A practising teacher who is TEFLQ diploma in ELT/TEFL qualified. This is the entry level for EAP teaching.
<b>1. At this stage you may have some of these characteristics</b>	
<ul style="list-style-type: none"> <li>• <i>Have experience of EAP as a teacher on a summer pre-session course</i></li> <li>• <i>Have some or considerable, EFL experience or experience as a teacher in another subject</i></li> <li>• <i>Have experience as an IELTS (or other) examiner</i></li> </ul>	
<b>2. You may have some of these needs</b>	
<ul style="list-style-type: none"> <li>• <i>to understand scholarship and to teach to the demands of university study</i></li> <li>• <i>to understand discourse beyond the sentence</i></li> <li>• <i>to understand the features of academic lexis</i></li> </ul>	
<b>3. Understanding and skills you need to develop</b>	
<ul style="list-style-type: none"> <li>• <i>Applying a coherent syllabus to meet students' target needs</i></li> <li>• <i>Evaluating materials for their relevance to students' target needs</i></li> <li>• <i>Teaching language skills at the discourse level</i></li> <li>• <i>Scaffolding tasks in order to teach to the target rather than the level of the student</i></li> <li>• <i>Recognising and prioritising transferrable skills and language</i></li> </ul>	
<b>4. How you progress at this stage</b>	
<ul style="list-style-type: none"> <li>• <i>Understanding and actively engaging with the competencies in the BALEAP competency framework for teachers of EAP <a href="http://www.baleap.org.uk/teap/index.aspx">www.baleap.org.uk/teap/index.aspx</a></i></li> <li>• <i>Reading EAP teacher development literature, especially EAP teacher handbooks</i></li> <li>• <i>Engaging with the teacher's books for EAP courses</i></li> <li>• <i>Identifying experienced EAP teachers who can advise and lend materials</i></li> <li>• <i>Attending EAP staff development workshops and conferences</i></li> <li>• <i>Joining relevant online discussion forums</i></li> </ul>	

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