



Faculty Development: Supporting University Instructors' Transition to an EGAP Program

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Reference Data:

Kidd, J. & Banwell, R. (2023). Faculty development: Supporting university instructors' transition to an EGAP program. In B. Lacy, R.P. Lege, & P. Ferguson, (Eds.), *Growth Mindset in Language Education*. JALT. <https://doi.org/10.37546/JALTPCP2023-29>

This research responds to the increase in English for Academic Purposes (EAP) courses in Japanese tertiary education, which has revealed a shortage of qualified instructors and established training programs (Iijima et al., 2020). To address this, the English Program at a national university has initiated an induction program as a key element in a more extensive faculty development (FD) training initiative for university instructors transitioning from English for General Purposes (EGP) programs to EAP. This initial phase asserts that educators, to effectively switch to EAP contexts, need to understand fundamental differences between EGP and EAP. The FD placed teachers in small groups to collaboratively examine EAP (a) context, (b) teacher and learner roles, and (c) teaching and learning content (Alexander et al., 2019). Pre- and post-FD surveys revealed shifts in teachers' perceptions of EAP, underscoring the importance of FD to support educators' successful transition to the EAP context.

本研究は、日本の大学教育における学術目的のための英語コース English for Academic Purposes (EAP) の増加に対応するものである。EAPコースを教える有資格の指導者や確立された研修プログラムの不足が明らかになっている (Iijima et al., 2020)。これに対応するため、ある国立大学の英語プログラムでは、English for General Purposes (EGP) からEAPに移行するプログラムの教員を対象とした、広範なFD (Faculty Development) トレーニングの主要な要素として、導入研修プログラムを開始した。この初期のフェーズでは、指導者がEAPのコンテキストに効果的に移行するためには、EGPとEAPの基本的な違いを理解する必要がある。FDでは、EAPのコンテキスト、教員と学生の役割、学習内容について、教員を小グループに分けて共同で検

討した (Alexander et al., 2019)。FD前後の調査では、教員のEAPに対する認識が変化したことが明らかになり、教員がEAPのコンテキストにうまく移行できるよう、FDによる継続的なサポートの重要性が強調された。

In the pursuit of preparing Japanese students for success in an increasingly globalized world, the Japanese government has underscored the importance of internationalizing higher education (MEXT, 2003; 2009; 2018). Japanese government initiatives such as the Global30, Global Human Resource Development, and Top Global University initiative highlight the growing trend of internationalization at the tertiary level. This commitment has resulted in a transition within Japanese universities from English for General Purposes (EGP) to programs with a distinct academic focus designed to meet students' specific needs related to their academic majors (Ruegg & Williams, 2018). The shift from EGP to English for Academic Purposes (EAP) has necessitated significant adjustments in educational methods and instructional approaches to enhance students' task performance in academic contexts (Kobylnski & Prasad, 2018). Despite the shift to EAP within many tertiary institutes, there has been limited attention to developing EAP professional development programs for teachers who are tasked with the challenges of implementing this type of curriculum (Iijima et al., 2020).

Literature Review

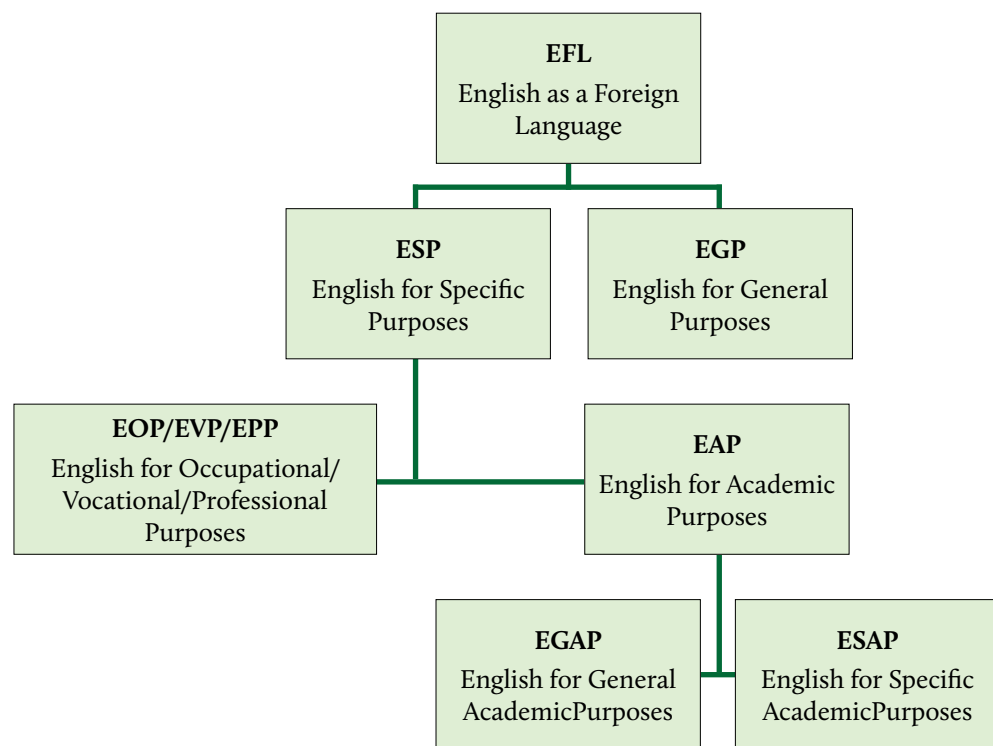
EAP within EFL

Within English as a Foreign Language (EFL), English for General Purposes (EGP) refers to the teaching and learning of English for general communication. English for Specific Purposes (ESP), in contrast, is focused on preparing students for their academic or professional lives. There are two main branches of ESP: English for Occupational/Vocational/Professional Purposes (EOP/EVP/EPP) and English for Academic Purposes (EAP). EAP traditionally focuses on preparing students to use English in universities where English is the medium of instruction.



There are two subcategories of EAP: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (see Figure 1). ESAP focuses on the needs of students from specific disciplines and may be offered in parallel with a content course (Flowerdew, 2016; Lee, 2014). In contrast, EGAP tends to concentrate on the undergraduate level and involves acquiring study skills, including strategies for reading, writing, speaking, and listening, as well as facilitating students' development of foundational academic knowledge and critical academic literacy skills that can be applied to a variety of subject areas.

Figure 1
EAP/EGAP position in ELT



EGAP in the Japanese Context

EGAP in Japan has gained prominence as an overarching approach in undergraduate English programs. Initially popular at smaller universities, EGAP is now found in larger national and private institutions as well (Takahashi et al., 2020). Furthermore, Iijima et al. (2020) note that EGAP courses are the most prevalent form of tertiary EAP curricula in Japan, regardless of the academic focus of the institution. This prevalence is because many Japanese tertiary institutions have contexts that are better suited to an EGAP approach which targets study skills that can be applied to different subject disciplines. Consequently, EGAP courses in Japan are often adapted for first- and second-year students from various faculties, who require academic English skills, but may not necessarily require these skills to enter a course at an English-medium university.

Academic Frameworks within the Japanese Context

While academic conceptual frameworks and pedagogical approaches developed in English-speaking countries offer valuable insights, their direct application to the Japanese context may be limited due to fundamental differences in students' academic needs and linguistic proficiency (Iijima et al., 2020). For example, conceptual frameworks like the Competency Framework for Teachers of English for Academic Purposes developed by the British Association of Lecturers in English for Academic Purposes (BALEAP) need adaptation to the Japanese environment for full realization of their potential. In short, as academic English teacher training programs tend to be defined by conventional Western academic practices, they are inclined to lack awareness of the evolving socio-educational and linguistic landscape and academic practices of Asian varieties of English (Liyanage & Walker, 2014).

EAP/EGAP Teacher Training

The emphasis on internationalization in tertiary education and the proliferation of EGAP courses within Japanese universities have underscored a concerning deficiency in instructors with formal training. Moreover, Iijima et al. (2020) highlight that there is a lack of a professional development scheme appropriate to the Japanese context, or a quality assurance model for curricula. Compounding this challenge is the absence of EAP as a substantial component in conventional teacher education programs and a notable shortage of dedicated EAP professional teacher training opportunities (Okada, 2022). A parallel situation exists in the United Kingdom, where most EAP educators hold advanced language teaching diplomas or a master's degree in TESOL; however, these



programs seldom incorporate an EAP component (Fitzpatrick et al., 2022). Alexander (2007) further emphasizes that the pathways through which instructors transition from EGP to EAP are often 'informal and ad hoc', and consequently, opportunities to gain relevant expertise may be limited. The assumption that instructors can transition seamlessly to EGAP without professional support neglects the highly specialized nature of EGAP (Campion, 2016). In short, educators moving to EAP or EGAP must navigate a contextual shift in their approaches to content, teaching and learning.

Research Context

This study was conducted within the English Program of Utsunomiya University (EPUU), a part of the Liberal and General Education Center. The program aims to support students in developing the knowledge necessary for further academic study, entering the global workforce, and cultivating a global perspective. Since 2022, in line with its commitment to enhancing academic language skills relevant to the students' fields of study and applicable to the workforce, the program has adopted an EGAP approach. The decision to focus on EGAP rather than EAP was influenced by various contextual factors, including the following:

- The students' approximate range of English proficiency based on the Common European Framework of Reference (CEFR) is A2-B1.
- The students have basic receptive skills in English but have little experience in output related to academic speaking and writing tasks.
- All first- and second-year students are required to study English within the integrated program offered by EPUU. Faculties include Education, Engineering, International Studies, Regional Design, Agriculture, and Information Technology.

Research Question

The current study is part of Phase 1 of a larger teacher professional development project that consists of three phases. The component of Phase 1 described in this study focuses on building teacher awareness of how EGAP differs from EGP. The central question in the current study is:

- **Research Question (RQ):** How does an EGAP induction program influence teachers' perceptions of features that differentiate EGAP from EGP?

In addition to the study examined in this paper, Phase 1 includes the development of a teacher training program through the examination of EGAP programs within Japan, and

an analysis of EPUU teacher needs. Phase 2 involves implementing the above-mentioned program with EPUU staff through workshops, focus groups, classroom observations, and student surveys. Phase 3 centers on the evaluation of the program's effectiveness by assessing teacher perceptions of changes in their teaching practices and the quantitative analysis of student learning outcomes.

Research Design

This research project addresses the pressing need for a systematic EGAP teacher preparation program adapted to the unique circumstances of an interdepartmental English program at a national university. Data used for the descriptions and analysis in this paper are derived from three sources. First, demographic information on the participants' academic backgrounds and experience teaching EAP was collected using Google Forms. Secondly, data was collected from a survey conducted pre-FD using Google Forms. The survey aimed to establish a baseline for teachers' familiarity with EGAP pedagogy and practical applications within the university context. Third, data was collected from a survey administered post-FD to assess whether there had been any changes in teacher perceptions of EGAP following the FD.

In addition, data was collected using a table of thirteen questions that was developed from a framework for examining differences between EGP and EAP (Alexander et al., 2019). Participants, drawing on their collective professional experiences and knowledge, collaborated in small groups to examine questions on the central EGAP themes of (a) context, (b) teachers and learners, and (c) teaching and learning content. These categories were subdivided into key questions designed to highlight fundamental points of differentiation between EGP and EGAP, such as syllabi, motivation, teacher-student roles, language content, skill balance, and text choice.-

Participants' Demographic Information

The participants consisted of 10 full-time teachers and 1 part-time teacher working within the integrated English program of Utsunomiya University. Demographic data collected from the teachers highlighted that all members held a higher education degree in TESOL, applied linguistics or a related field obtained from an institute outside of Japan. Data also revealed that EAP was not a component of any of the respondents' undergraduate degrees. Results varied for postgraduate degrees, with seven participants indicating EAP content was not a component, while four indicated that EAP content had been covered to varying extents. When asked whether they had participated in EAP



professional development within the workplace, eight of eleven respondents indicated that they had not (see Figure 2). All participants expressed interest in learning more about EAP pedagogy and teaching strategies (see Figure 3).

Figure 2
I have participated in EAP/EGAP training and/or workshops

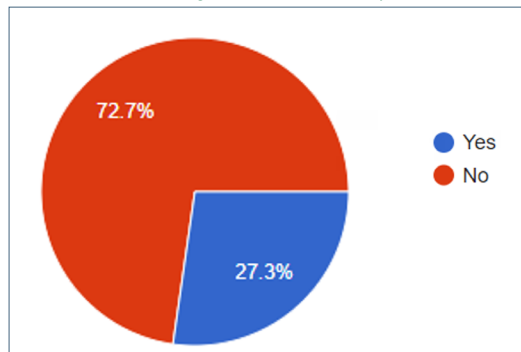
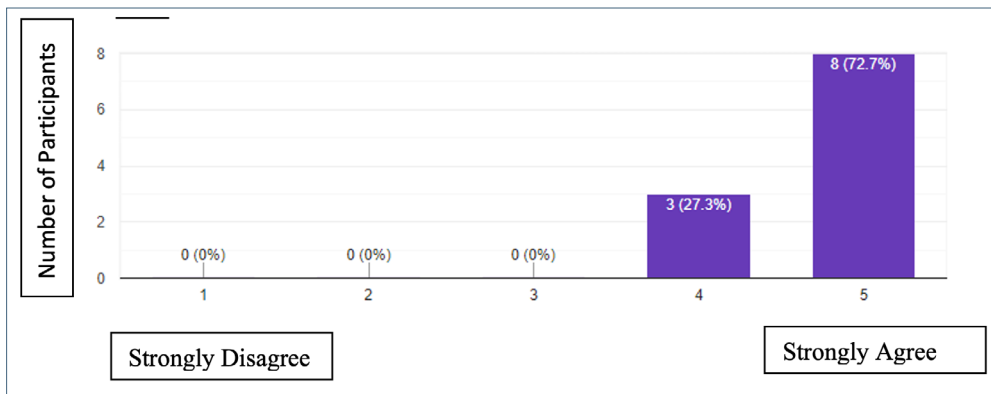


Figure 3
I would like to learn more about EAP/EGAP pedagogy and teaching strategies



Faculty Development Project

The research methodology incorporated a sequential process to evaluate the impact of the FD initiative on the teachers' grasp of the key features that differentiate EGAP from EGP. The FD session was hybrid, with participants attending either face-to-face or online via Zoom. Full-time teachers were required to attend the session. However, part-time teachers were not required to attend as the session was outside regular teaching hours and financial compensation was not provided. Those part-time teachers unable to participate were sent a recording of the session and given access to participant feedback recorded on Google Drive. A Meeting Owl camera equipped with a 360° lens was used to capture a panoramic view of the meeting room and to provide audio coverage to create an immersive participant experience. Fifteen participants, including 10 full-time instructors and 5 part-time instructors, took part in the faculty development (FD) session, which lasted approximately 2.5 hours. The EPUU participants were from Japan, New Zealand, the United States, Malaysia, England, and Australia.

The FD session consisted of three distinct stages. In the first stage, a pre-FD survey, consisting of 12 fixed-response and short-answer questions, was conducted to measure teachers' perceptions and knowledge of EGAP. A five-point Likert scale, ranging from one (strongly disagree) to five (strongly agree), was used to gauge participants' perceptions of features that differentiate EGAP from EGP. Short-answer questions were used to elicit more detailed and personalized responses. Informed consent and institutional clearance were obtained. All survey data was anonymized, and participants were not required to enter identifying information.

Following the pre-FD survey, an EPUU coordinator gave a presentation that overviewed the English program, the objectives, and its role within the structure of the university. The motivation for this session was the recognition that teaching staff may have had limited access to crucial organizational information relevant to the structure of EPUU. The objective was to provide teachers with an understanding of the diverse faculties EPUU students belong to, encouraging them to consider the distinct English competencies required in each discipline. The presentation highlighted critical information pertaining to faculties, the number of students from each faculty, and the English requirements within the faculties. This session also included an explanation and discussion of the rationale for shifting to an EGAP program and a description of how and why syllabus objectives and teaching materials were established. The session concluded with a Q&A, during which teachers were invited to ask questions.

In the second stage, participants were introduced to a table delineating key distinctions between EGP and EGAP within the university context (see Appendix 1).



The table was formatted so that the right-hand column, *EGAP in relation to the university context*, was left blank. Participants were assigned either two or three questions and collaborated in small groups of three to formulate responses by drawing on their collective professional experiences, academic knowledge, and other work-related insights. Following deliberations lasting 20-30 minutes, groups documented their responses on a shared document on Google Drive, creating a repository of insights accessible to all EPUU teachers. Teams subsequently presented information on their assigned section of the table to all the FD participants and conducted a Q&A session. Following this session, teams were given a completed chart that had been developed by Alexander et al. (2019) as a reference point and then allocated time to make modifications to their responses if desired.

In the third stage, the post-FD survey, mirroring the pre-program survey, was conducted to gauge changes in teachers' perceptions and knowledge. The post-FD survey also included questions to obtain feedback on participants' reflections on the FD session.

Participant Responses

Comparative Analysis of Pre- and Post-Survey Responses

The following analysis focuses on participant survey responses prior to and following the FD session which centered on identifying distinctions between EGAP and EGP. Due to constraints in the scope of this paper, we concentrate on one question from each category: (a) context; (b) teachers and learners; and (c) teaching and learning content. To illustrate the participants' perceptions of EGAP and how it differs from EGP, at the beginning of each section we have included one of the questions from the FD table. The question is followed by Alexander et al.'s (2019) description of the EGP context, and then the FD participants' responses to the same question are presented in relation to the EGAP context.

Category 1: Context

What is the purpose of studying EGP?

To enhance students' ability to communicate effectively in real-life situations, such as social interactions, travel, and day-to-day activities.

(Alexander et al., 2019)

What is the purpose of studying EGAP?

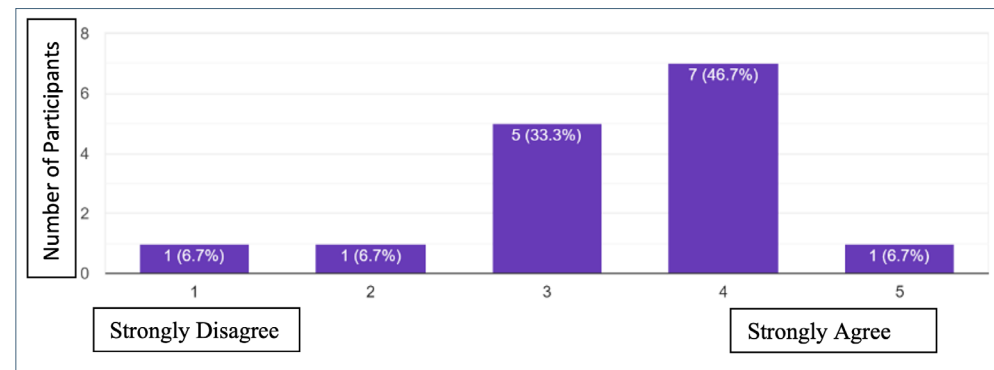
To enhance students' ability to communicate effectively in academic situations, such as presentations, essay writing, and discussion.

(FD participant response)

In response to the question, *I have a clear understanding of the differences between teaching EGP and EGAP*, pre-FD data indicated participant confidence, with eight participants selecting ratings of four or five, two expressing uncertainties, and five opting for the intermediary choice of three (see Figure 4). Short-answer responses, where participants were asked to identify differences between EGP and EGAP, revealed uncertainty: "I'm not sure, but I assume the focus is on academic skills such as essay writing," and "EGP appears to focus on improving language levels, while EGAP may be more centered on the application of English in future professional or academic contexts." Feedback also uncovered a number of non-specific participant responses like "Academic or non-academic" and "EGAP focuses more on academic content." This feedback implies that participants, although confident in their familiarity with EGP and EGAP, exhibited less confidence when asked to identify distinct features of EGAP.

Figure 4

I have a clear understanding of the differences between teaching EGP and EGAP

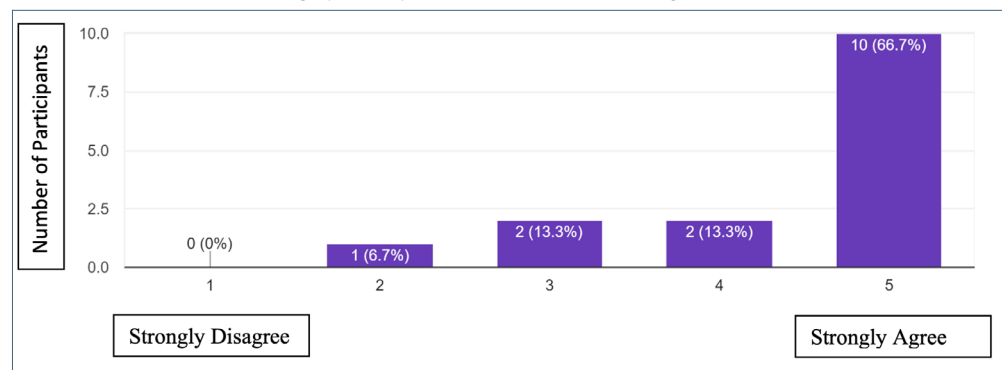


Post-FD data showed a shift in participants' responses to the same question, as ten out of 15 participants selected the highest rating (5), signifying an enhanced perception



of their understanding of distinctions between EGP and EGAP. Moreover, instances of mid-range ratings (3) decreased from five to two, and short-answer responses demonstrated participants were able to pinpoint distinctions (see Figure 5). For instance, one participant communicated a refined perspective: “EGP designates the teacher as the central authority in language dissemination, whereas in EGAP, the teacher assumes a facilitative role, supporting and encouraging the development and application of critical academic skills in students for effective knowledge communication.” Another participant commented, “There is a focus on academic skills and future applications in education and future employment.” This shift implies an improved clarity and awareness among participants regarding the pedagogical approaches inherent in teaching EGAP.

Figure 5
I have a clear understanding of the differences between teaching EGP and EGAP



Category 2: Teachers and Learners

What are teacher and student roles in EGP?

Inherently unequal: teachers are seen as language experts and students as language novices.

(Alexander et al., 2019)

What are teacher and student roles in EGAP?

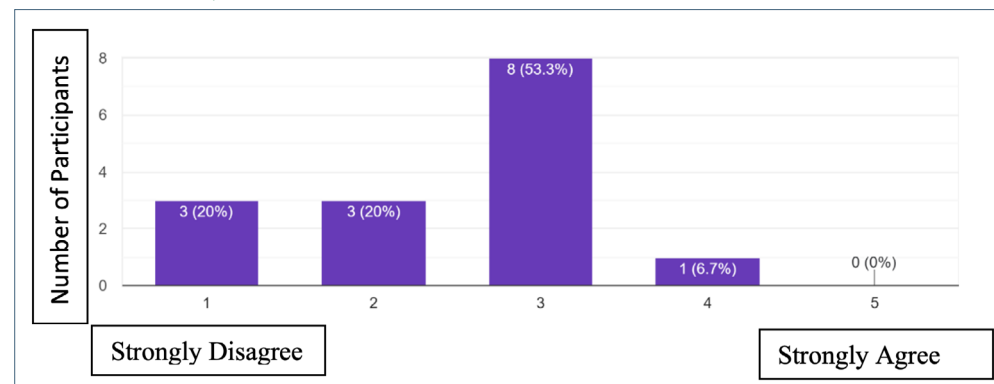
Teachers enable students to develop their own academic skills while providing the

necessary support towards their academic goals.

(FD participant response)

In response to the question, *I understand the differences in teacher-student roles in EGP and EGAP*, pre-FD data revealed a lack of participant confidence, with only one selecting a score of 4, eight opting for a middle range, and six choosing scores of 1 or 2 (see Figure 6). In the subsequent short-answer question, participants were queried about the skills deemed essential for an effective EGAP teacher. Four participants emphasized the importance of the ability to teach essay writing and presentation skills, while five participants mentioned the significance of possessing academic skills without specifying their nature. Six participants specifically highlighted the necessity for teachers to be experts in the students' fields of study, exemplified by comments such as “EGAP teachers are expected to be knowledgeable about the target academic content.” These comments imply that teachers consider knowledge of specific content related to students' faculties as a key component in their ability to be effective EGAP teachers.

Figure 6
I understand the differences in teacher-student roles in EGP and EGAP

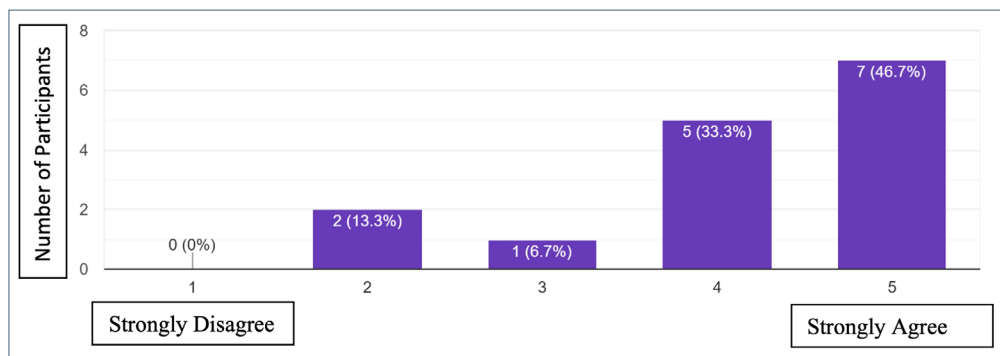


Post-FD responses exhibited a shift, as twelve out of fifteen participants demonstrated increased confidence by selecting scores of 4 or 5. One participant selected 3, and two chose 2 (see Figure 7). Short-answer responses highlighted the perception of teachers in EGAP as supporters rather than subject matter experts. Comments from



eight participants centered on the roles of students as content experts, exemplified by statements like “In EGAP, teachers are not necessarily the experts of the academic field students are in (ex. engineering). But teachers provide the support students need to develop English and academic skills in their own field of study”, and “Students may have knowledge of subject content and therefore the traditional power imbalance between teachers and students is altered.” Worth noting is that, in the follow-up short-answer question, three participants conveyed continued uncertainty about the differences, with one strongly disagreeing with the roles outlined in the shared document and commenting, “I am still not sure, I do not agree with the role explained in this document. Is that a role????”

Figure 7
I understand the differences in teacher-student roles in EGP and EGAP



Category 3 Teaching and Learning Content

What materials are used in EGP?

Texts and tasks are often chosen for self-expression and are usually short and quickly covered; personal response and creativity are valued.

(Alexander et al., 2019)

What materials are used in EGAP?

Texts and tasks are chosen for an academic environment. Knowledge is acquired and

developed through critical thinking.

(FD participant response)

In this section, we examine a question related to participants' understanding of the differences between EGP and EGAP teaching and learning content, and a follow-up question regarding the appropriateness of the textbooks used in the Integrated English program for EGAP. Regarding the difference between EGP and EGAP, four participants chose responses from the first or second option, seven participants preferred the third option, and four respondents opted for choices four or five, illustrating overall uncertainty in the difference in learning content (see Figure 8). Additionally, responses to the query about the appropriateness of textbooks used in the integrated program showed that three participants aligned with responses one or two, nine respondents chose the third alternative, and three selected choice four, indicating a lack of confidence with materials in terms of meeting EGAP objectives (see Figure 9). Further insights from participants' elaborations on the inquiry revealed comments like “Some of the content may not interest the current generation of our students” and “Textbooks are a tool, as long as the teacher is sure of what they're teaching, any textbook will work.” This preliminary data analysis suggested a lack of participant confidence in identifying EGAP content. It is interesting to note that despite this lack of confidence, participants felt that the materials being used were not suitable as EGAP resources.

Figure 8
I understand the differences between EGP and EGAP teaching and learning content

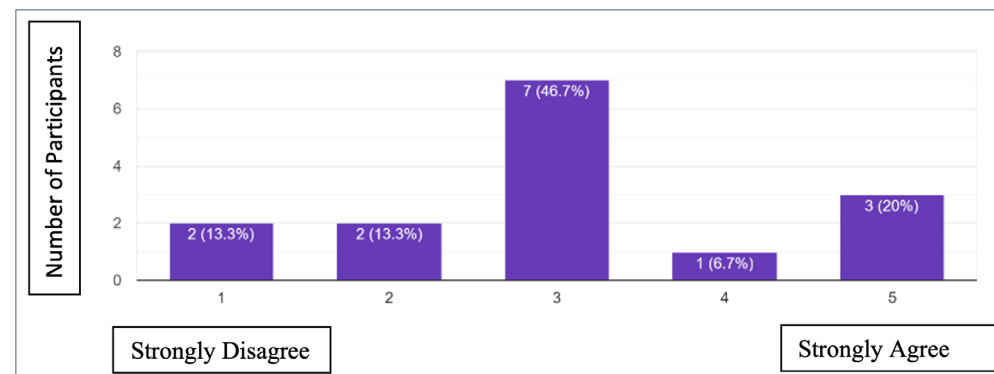
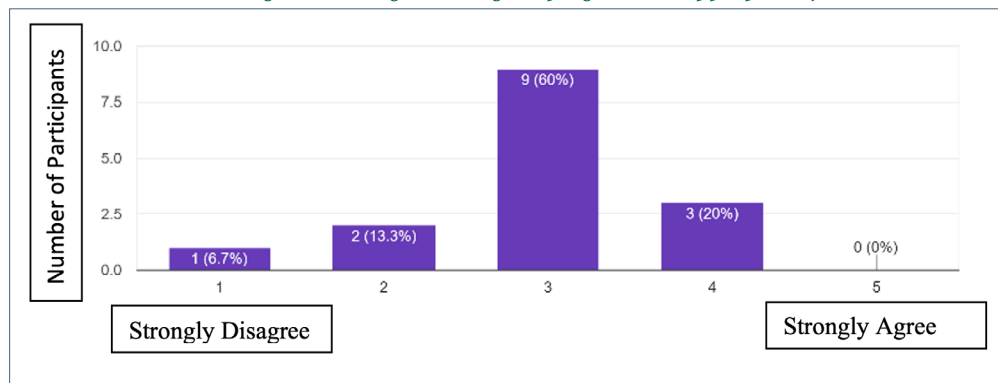




Figure 9
The textbooks I am using in the Integrated English program are appropriate for EGAP



Following the FD, responses to the identical question found that 13 participants expressed confidence in their understanding of the differences between EGP and EGAP learning content. Subsequently, when asked about the suitability of the Integrated English program textbooks for EGAP, a noticeable shift in perspectives was observed, with seven participants aligning with options 4 or 5. This outcome demonstrates a notable increase in the cohort of educators endorsing the appropriateness of the instructional materials. However, it is noteworthy that 40% of participants endorsed option 3, indicating uncertainty with course materials concerning EGAP objectives. Furthermore, while participants acknowledged the textbook's diverse topics and focus on critical thinking, one teacher expressed concern that the predominant focus was on non-Japanese topics, suggesting a conflict with the objective of teaching English for a global society, "the textbooks we use focus much on non-Japanese related topics. Looking at "foreign" things does not mean teaching English for global society."

Figure 10
I understand the differences between EGP and EGAP teaching and learning content

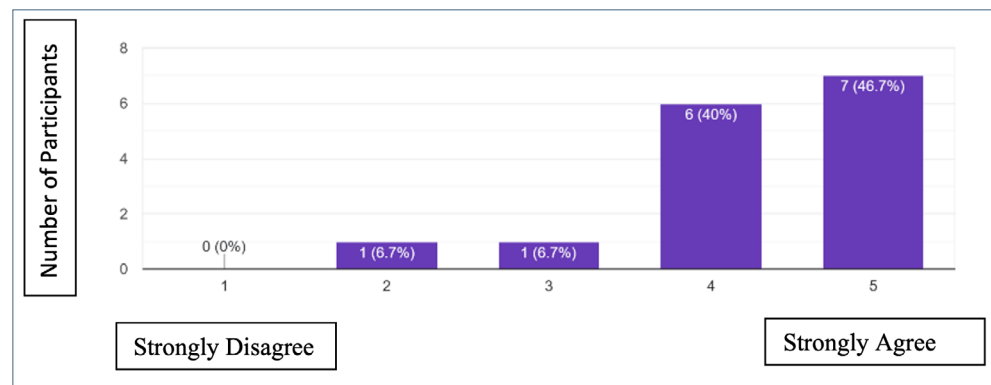
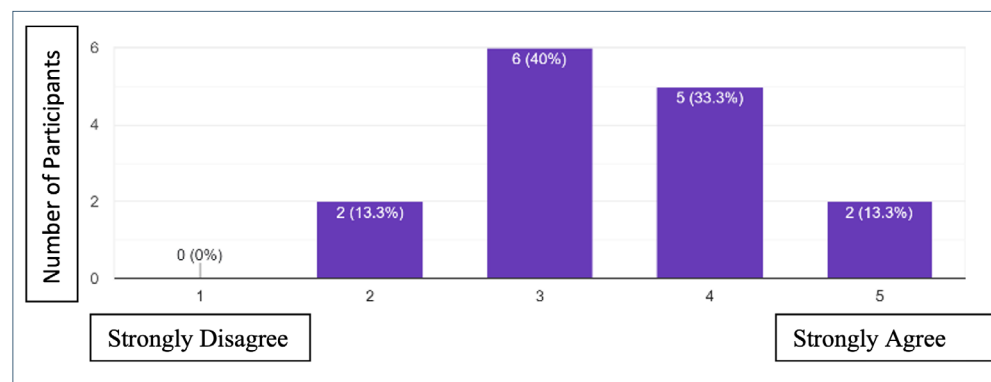


Figure 11
The textbooks I am using in the Integrated English program are appropriate for EGAP



Discussion and Further Implications

The integration of EGAP into Japanese university curricula exposes a significant gap in adequately trained EGAP instructors. This challenge is aggravated by the absence of conventional EAP components in teacher education and the lack of EAP-specific professional teacher training in Japan. Building upon research conducted by EAP practitioners' and researchers' (Alexander et al., 2019), the present study has aimed to



address these gaps, especially regarding educators transitioning from EGP to EGAP in the Japanese tertiary education context. In line with current research (Fitzpatrick et al., 2022), this study highlights the diverse backgrounds and teaching experiences of instructors and varied pathways into EGAP. While these findings may not present novel information, the varied pathways illustrate the necessity for a dynamic, flexible, and fluid EGAP training program that acknowledges teachers' significant experience and knowledge in the classroom. Moreover, post-FD reflections highlighted that 14 of the 15 participants found the FD session useful and expressed interest in participating in future programs. These results align with other research demonstrating that contextualized in-service professional development is effective (Banegas & Glatigny, 2021; Crandall & Christison, 2016; Hayes, 2019; Howard-Jones, Jay, & Galeano, 2020).

The primary focus of this study marks the initial phase of a larger teacher professional development project consisting of three phases. This first phase aimed to offer instructors the opportunity to explore key features distinguishing EGAP from EGP by drawing on teachers' experiences and knowledge. Future phases will expand on this foundation, incorporating more comprehensive training programs and evaluations to ensure sustained development and effective transition for educators. Participants' responses to pre- and post-FD surveys indicated changes across categories and suggested the influence of the FD program on teachers' perceptions of EGAP. A notable aspect illuminated by the study concerns the point that the transition from EGP to EGAP does not mean the teachers are de-skilled.

On the contrary, EGAP shares an inherent core methodology with other forms of English teaching, and therefore the challenge is to add to the existing knowledge base, not render it useless (Alexander et al., 2019). In the context of this study, the opportunity for professional collaboration highlighted that working together was an effective means of exchanging knowledge and experience and facilitating each other's understanding of the differences between EGP and EGAP. Consequently, this induction program advocates for meaningful discussions with colleagues and the dissemination of information as integral processes for fostering expertise and confidence among EGAP practitioners (see Benson et al., 2018).

Our research aims to enhance existing teacher training programs by exploring specialized modules tailored to address specific challenges and conducting longitudinal studies to assess sustained impacts. Furthermore, in the future stages of this project, we aim explore the integration of technology-enhanced learning tools and comparative studies across institutions, with a broader focus on evaluating student success metrics. Collaborative efforts with educational institutions and policymakers will remain

essential, fostering continuous improvement in EGAP teacher training and contributing valuable insights to enhance instructional practices and positively impact student outcomes in Japanese higher education.

Bio Data

Josh Kidd is an associate professor in the English Program at Utsunomiya University in Japan. Joshua completed his PhD in Applied Linguistics at Macquarie University in Sydney. His research interests include discourse analysis and L2 identity construction, pragmatics, curriculum development, and teacher professional development. He is particularly interested in English for General Academic Purposes (EGAP) within the Japanese university context.

Rory Banwell is an associate professor teaching at Utsunomiya University in the Liberal and General Education Center's English program. He has been teaching English in Japan in various contexts for approximately 30 years. His research interests include curriculum development, teacher development, and more recently, the implementation of EAP-focused courses in the Japanese context.

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Appendix A

The Difference Between English for General Purposes EGP and English for General Academic Purposes EGAP

	CONTEXT	English for General Purposes (EGP)	English for General Academic Purposes (EGAP) in relation to the university context
1	What is the purpose of studying?	To enhance students' ability to communicate effectively in real-life situations, such as social interactions, travel, and day-to-day activities.	To enhance students' ability to communicate effectively in academic situations, such as presentations, essay writing, and discussion.
2	What drives the syllabus?	Lesson driven: the main focus is what a student can and cannot do now, and the language resources they need to acquire to progress to the next level.	Goal driven: the main focus is what a student will be able to achieve in academic context, and the language resources they need to acquire their own academic goals.
3	Time available	Relatively flexible: a student may opt in and out of ELT at various points in adult life with different motivations.	Restricted: a student is expected to stay within an academic program for a set period of time (ex. semester in a university).
4	What is at stake for the students?	For most students, the outcome is a sense of personal achievement or certification of the language level attained, not necessarily involving high stakes.	The outcome is to develop skills students need to succeed academically, involving study-abroad and/or career opportunities.



	PEOPLE	English for General Purposes (EGP)	English for General Academic Purposes (EGAP) in relation to the university context
5	Student motivation	Motives are varied and general. Students may learn English out of interest in the language and associated cultures or as a way of equipping themselves to become part of a global community.	Students are expected to be highly motivated because they need to prepare for their study of interest.
6	Teachers	Attracts predominantly graduates in the humanities e.g., linguistics, English, or other languages.	Teachers should offer academic content that can be interesting to their students. Teachers do not need to be experts of specific academic fields, but they need to be knowledgeable about the content to a certain extent.
7	Teacher-student roles	Inherently unequal: teachers are seen as language experts and students as language novices.	Teachers enable students to develop their own academic skills while providing the necessary support towards their academic goals.
	TEACHING AND LEARNING CONTENT	English for General Purposes (EGP)	English for General Academic Purposes (EGAP) in relation to the university context
8	Language content (grammar and vocabulary)	Potentially, the totality of the English language is possible content. Syllabus is usually based on language structures, which determine the context and activities. Vocabulary is often determined by the content of the texts used.	Academic contexts drive the language content of the syllabus (e.g. topics that are often covered in academia). Furthermore, the academic grammar and vocabulary learned are applied in soft skills development and formal settings.

9	Language skills balance	Speaking and listening are usually given more importance than reading and writing.	All four skills, such as speaking, listening, reading, and writing, are essential. However, critical thinking is prioritized in order to do well in an academic setting. -Exploring different genres (essays, reviews, communications, presentation types etc...)
10	Materials	Texts and tasks are often chosen for self-expression and are usually short and quickly covered; personal response and creativity are valued.	Texts and tasks are chosen for an academic environment. Knowledge is acquired and developed through critical thinking. Exploring or understanding how to use facts, opinions and genres. For example, the writing process of an essay based on academic acknowledgment is a longer process.
11	Text choice	Topic-driven texts are often chosen from engaging, easily accessible genres.	Topic-driven texts are often chosen from real-world professional and academic scenarios.
12	Text exploitation	Variety and pace of activities are important in delivery leading to a tendency to move quickly from text to text to maintain interest, each text having a different topic and learning focus.	EGAP texts present topics wherein students need to use critical thinking and analysis skills to navigate towards a comprehensive understanding of the material.
13	Developmental aims for students	Study skills are focused on those for language learning only. Self-expression is developed; cognitive skills are not explicitly targeted.	Study skills are focused on critical thinking and evaluation of topical contexts; cognitive skills are explicitly targeted.