PART 2

Front-Line Perspectives on Corporate Sector Partnership Pathway Programs
Introduction to Part 2

Part 2 of the book consists of four chapters comprised of researcher commentary and salient excerpts recast from the restoried narratives of each of the 12 faculty participants from my original doctoral thesis (Winkle, 2011a). These are the stories of people who have been involved with corporate sector partnerships in a range of different kinds of relationships with those programs – from leading them, to teaching English or other subjects in them, and to combined administrative-teaching roles. In some cases, they express their experiences as largely positive, in others, largely negative; and in still others they are expressed as a combination of negatives and positives. In the interests of giving a balanced and informative picture of responses to corporate sector matriculation pathway programs, those with the most positive views are presented first in each chapter, with the progression across individuals being from most positive to most negative. The organization of Part 2 is as follows: those participants who classified themselves as English-language program administrators (Chapter 5); participants who did not so easily fit into rigid distinctions between English language program administrators and English-language teachers, the self-described “border-crossers” of the English-language-program professions (Chapter 6); those faculty from my inquiry who self-identified solely as English language teaching professionals (Chapter 7); and finally, the academic content teaching faculty engaged to teach courses to ELLs enrolled in EAP matriculation pathway programs (Chapter 8).