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# **BALEAP Can Do Framework & BALEAP TEAP Competence Framework & Fellowship Scheme**

**1st BAAL Corpus Linguistics SIG event 14/01/2021  
Core Corpus Skills for Academic Purposes**

Carole MacDiarmid, University of Glasgow

# BALEAP Can do Framework



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In brief: Competency statements for international students

A reference document & basis for:

- Developing curricula and syllabuses for EAP courses
- Developing teaching materials for such courses
- Providing a basis for assessment tasks (formative and summative)
- Supporting teacher development, particularly where teachers are moving into EAP from General English teaching

***BALEAP Can do Framework (n.d.)***

# BALEAP Can do Framework



## Competency statements for international students

- Organised by
  - For each of the four skills
    - Academic contexts, Academic discourse, Discipline related skills, Practical skills

*E.g. W1.1.7 Adopt a critical stance towards source materials  
(particularly in relation to lecturers' own work)*

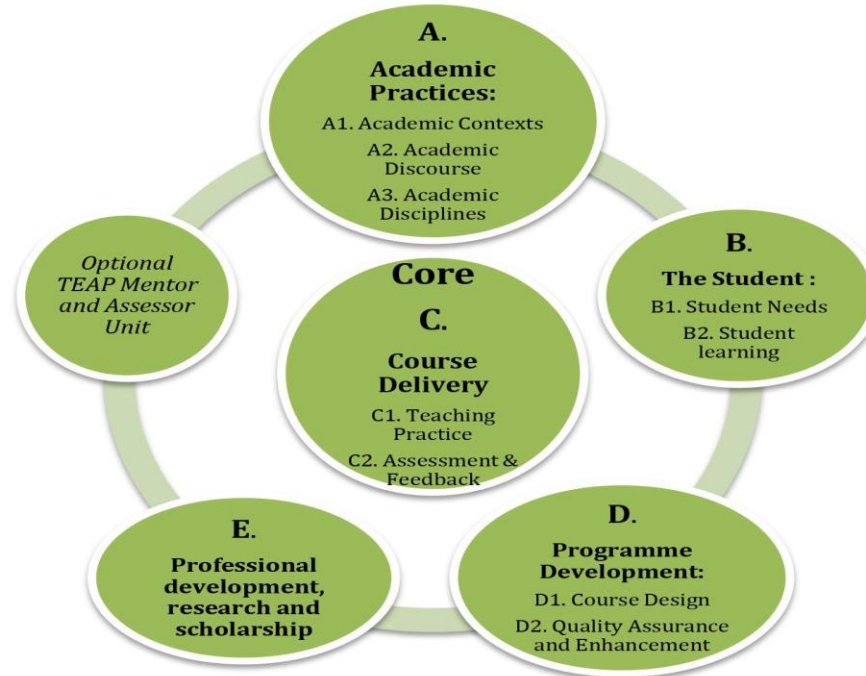
22 pages....

# BALEAP Competency Framework for Teachers of EAP

## BALEAP TEAP Competency Framework

- **2008:** Areas of professional activity & practice; units of competence; overarching statements
- **2014:** Fellowship Award; some amendments; UKPSF (K/V/A)
- **2020-2021:** Streamlining & rationalising of detailed criteria

# Teachers provide (current) evidence of competence in:



with associated knowledge & values

# Aims of the TEAP Scheme



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## *The scheme provides individuals with:*

- a **roadmap** for career development and progression
- a detailed **guide** to plan personal professional development
- a support for **collaborative**, peer enhancement of learning & teaching
- **professional** recognition and accreditation
- a means to target career **advancement**
- a means to increase **employability**.

# The 3 Main TEAP Role Descriptors + 1



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## Associate Fellow

- Competently deliver effective EAP teaching, support, assessment and feedback

## Fellow

- Manage teaching / design and develop course

## Senior Fellow

- Through their own scholarship) enhance the practice of others within and beyond the institution

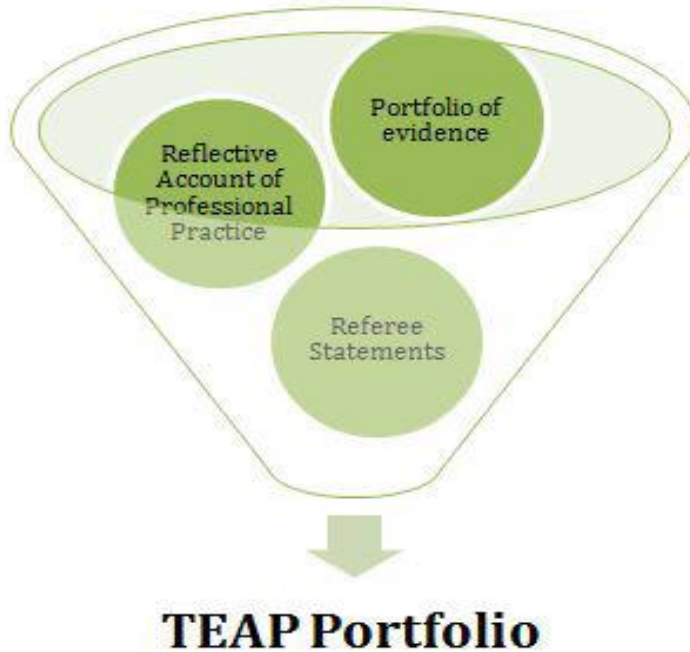
## Mentor & Assessor

- Guide others in CPD..
- Evaluate provision/submissions

# Competency based: TEAP Portfolio Requirements



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## Unit statements & criteria of *knowledge and values* and **activity** e.g., 'C- Core' units

C Core	Course Delivery	an EAP practitioner will:
C1	Teaching practice	be familiar with the <b>approach, methods and techniques</b> of communicative language teaching, be able to <b>locate these within an academic context</b> and apply these to the <b>design and planning</b> of learning activities and to teaching the language and skills required by academic tasks and processes.
C2	Assessment and feedback practice	be able assess <b>academic language</b> and skills competence using appropriate formative and summative assessment and provide appropriate feedback.

# Each Unit has (very very) detailed criteria of *knowledge and values* and **activity**

## C1. → TEACHING PRACTICE¶

An EAP practitioner will be familiar with the approach, methods and techniques of communicative language teaching and student support, be able to locate these within an academic context and apply these to the design and planning of tutorials, learning activities and to teaching the language and skills required by academic tasks and processes.¶

Professional Knowledge & Values: C1=	Example CPD Tasks and Indicative Evidence: C1=	Core Professional Area of Activity¶ competence in:¶	Indicative Evidence:C1=	Range requirement:¶
<p>a. →the key differences between the needs and processes required for learning in delivery of an EAP class compared to a non-EAP class¶</p> <p>b. → a range of theories, approaches, methods and techniques of learning and teaching and the rationale for their selection and appropriate use in differing EAP contexts¶</p> <p>c. → how to select and adapt appropriate materials for use in an EAP context¶</p> <p>d. →planning delivery of a series of lessons based on an existing syllabus¶</p> <p>e. →academic language¶</p> <p>f. →academic discourse¶</p> <p>g. → text processing and production skills and strategies¶</p> <p>h. → study skills and their use in academic contexts¶</p> <p>i. →the range of learning technology resources and their contribution to</p>	<p>a. → Reflective diary extract¶</p> <p>b. → Descriptive account and rationale for selection in an example context¶</p> <p>c. → Published EAP course material evaluation &amp; use¶</p> <p>d. → Syllabus critique and <del>personal lesson plans</del>¶</p> <p>e. → Academic language analysis¶</p> <p>f. → Academic discourse analysis¶</p> <p>g. → <u>Self-evaluation</u> of reading and writing skills lessons¶</p> <p>h. → Description of range and practical applications¶</p> <p>i. → Evaluation of options¶</p> <p>j. → Learner group profile</p>	<p>i. → planning and delivering a series of lessons to the standards expected of a competent TEAP practitioner¶</p> <p>ii. → designing activities <u>and tasks</u> for lessons based on an existing syllabus¶</p> <p>iii. → responding to the academic disciplinary needs of students as they arise¶</p> <p>iv. → applying knowledge of the differences between subject content, procedural knowledge and language knowledge appropriately in teaching and/or supporting learning ¶</p> <p>v. → integrating study skills into other skills teaching¶</p> <p>vi. → giving appropriate feedback on academic English use in class¶</p> <p>vii. → incorporating analysis of spoken and written text discourse and language into sequences of teaching and learning activities¶</p> <p>viii. → staging and scaffolding the teaching of reading and listening for</p>	<p>i. → 2 TEAP lesson appraisal observation feedback forms by BALEAP recognized mentors.¶</p> <p>Student feedback data.¶</p> <p>ii. → Syllabus specification, teaching practice record and lesson plans, <u>activities</u> and tasks with rationale. ¶</p> <p>iii. → TEAP Lesson appraisal feedback.¶</p> <p>Formative needs evaluation results. Witness statement.¶</p> <p>iv. → TEAP observations feedback. Materials (published or self-produced) comparison and evaluation.¶</p> <p>v. → TEAP Lesson observations (appraisal and peer).¶</p> <p>vi. → TEAP Lesson appraisals feedback¶</p> <p>vii. → TEAP Lesson observations feedback form/s (peer)¶</p> <p>viii. → Witness statement¶</p> <p>ix. → TEAP observation</p>	<p><b>Language Levels</b>¶</p> <p>Any two of:</p> <p>Pre- intermediate¶</p> <p>Intermediate- Advanced¶</p> <p>¶</p> <p><b>Stages</b></p> <p>Any two of:</p> <p>Foundation¶</p> <p>Undergraduate- Postgraduate¶</p> <p>¶</p> <p><b>Context</b>¶</p> <p>Any one of:</p> <p>Pre-sessional- In-sessional¶</p> <p>¶</p>

(N.B., criteria/competency requirements currently being revised)

## Where could corpus skills & knowledge fit in?

Units	Competency areas	Statement
A	Academic Practices	an EAP practitioner will:
A2	Academic discourse	have a high level of systemic language knowledge including knowledge of genre and discourse analysis and use this to inform practice.

- Knowledge of...?
- Competence in ... & *examples of indicative activity?*

# Currently revising and aligning to UKPSF

Where can corpus skills & knowledge fit in?

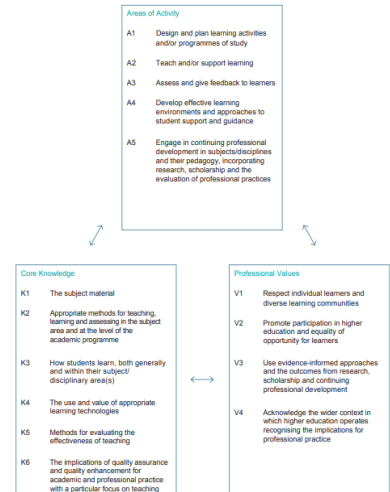
e.g., The Subject material  
Appropriate methods..

- Knowledge of...

E.g., *Linguistic features related to specific disciplines*

- Competence in ... & *examples of indicative? **activity?***

*E.g., Identifying relevant corpora to explore/key words in...*



## **Core Corpus Skills for Academic Purposes**

What might help us?

A guide of core corpus skills cross-linked to the TEAP Competency Framework (& BALEAP Can Dos?) and/or UKPSF

N.B.,

Fellowship is competency based

- Desirable or essential? (inclusive vs exclusive?)

## References

BALEAP (n.d.). BALEAP Can Do Framework. [BALEAP Can Do Framework - BALEAP](#)

BALEAP (2008). *Competency framework for teachers of English for academic purposes*.  
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