#### Interpreting the TEAP Competency Framework (2008) through corpus spectacles.

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A competent EAP teacher requires an understanding of their students’ contexts and needs. A corpus can help a teacher gain knowledge of broader academic (EAP) and specific academic (ESAP) contexts and discourses; it can help them identify student needs, develop a syllabus and create classroom materials. Therefore every EAP practitioner should have at least some awareness of corpora and corpus methodologies. At a basic level, a knowledge of corpora enables a practitioner to incorporate the corpus-based research of others into their own teaching. With a more practical knowledge, they can enhance their own teaching toolkit by investigating practices and discourses for themselves and incorporating their findings into their teaching. At a more advanced level, an experienced corpus user may then contribute to the field by carrying out their own research and disseminating their findings.

Any teacher with a competent practical knowledge of corpora can go one step further. They can empower their students by employing Data-Driven Learning methodologies (Johns, 1991) and training the class to investigate the language of their discipline for themselves, raising their awareness of features and providing them with a tool for independent study beyond the classroom.

Corpus methodologies thus enable an EAP practitioner to fulfil many aspects of the TEAP competencies, as outlined in the TEAP Competency Framework (BALEAP 2008). Yet the framework does not mention either corpora or DDL, and therefore requires interpretation. In this presentation, I will illustrate some of the existing TEAP criteria with reference to my own teaching practice and my current research into the reading needs of postgraduate Law students. My talk is intended to promote discussion of the relevance of the existing criteria and where the gaps might lie.

BALEAP (2008) *Competency Framework for Teachers of English for Academic Purposes.* Renfrew: BALEAP. Available from <https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>

Johns, T. (1991) Should you be persuaded: Two samples of data-driven learning materials. In T. Johns and P. King (Eds.) *Classroom Concordancing*. *ELR Journal* Vol. 4. 1-16. Birmingham: Birmingham University Press, 1-16.