



The global forum for
EAP professionals

Continuing Professional Development: Mapping the Landscape

BALEAP Conference 2025

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Or: an open and honest reflection on a CPD scholarship project & a cautionary tale...

- Background to TEd in EAP SIG & the survey
- The Survey Part 1: Why we did it and what we found
- The Survey Part 2a: Leaving our comfort zone
- The Survey Part 2b: What we have found
- The Survey Part 2c: What have we learned about researching CPD
- What next for our SIG, BALEAP and the wider community

TEd in EAP SIG Aims

- To create a community to explore, problematise and innovate approaches (to EAP teacher education)
- **To establish and make needs visible**
- To curate, disseminate, and create resources

How do you establish and make needs visible?

CPD mapping survey: the aims

- Availability and EAP practitioner engagement in CPD
- Institutional & individual /self-directed level
- Drivers /motivations & constraints to engagement
- Focus & preferences of CPD
- Practitioner identification of needs and wants for EAP CPD

Methodology: designing the survey*



- MS form survey; 9-10 minutes
- Distribution: snowball (Clark et al., 2021); contacts & discussion lists (e.g., BALEAP; ELINET)
- Analysis: descriptive and thematic analysis of open questions (manifest & latent, Saldana, 2021)

*Acknowledgements to Angeliki Apostolidou and Christina Laporda

What CPD are EAP practitioners doing?

'CPD seems rather ad-hoc in my institution'

Institutional

Practical, often ad-hoc sessions on relevant learning

- Observations (formal and peer)
- Attending University/Institutional events and conferences
- But little funded scholarship (e.g. leave or funding)

Self-directed

More scholarship-focused

- Attending/presenting conferences
- Engaging with literature
- Joining SIG events
- Undertaking fellowships

CPD Motivation and Engagement

'Sense of belonging in an academic discourse community'

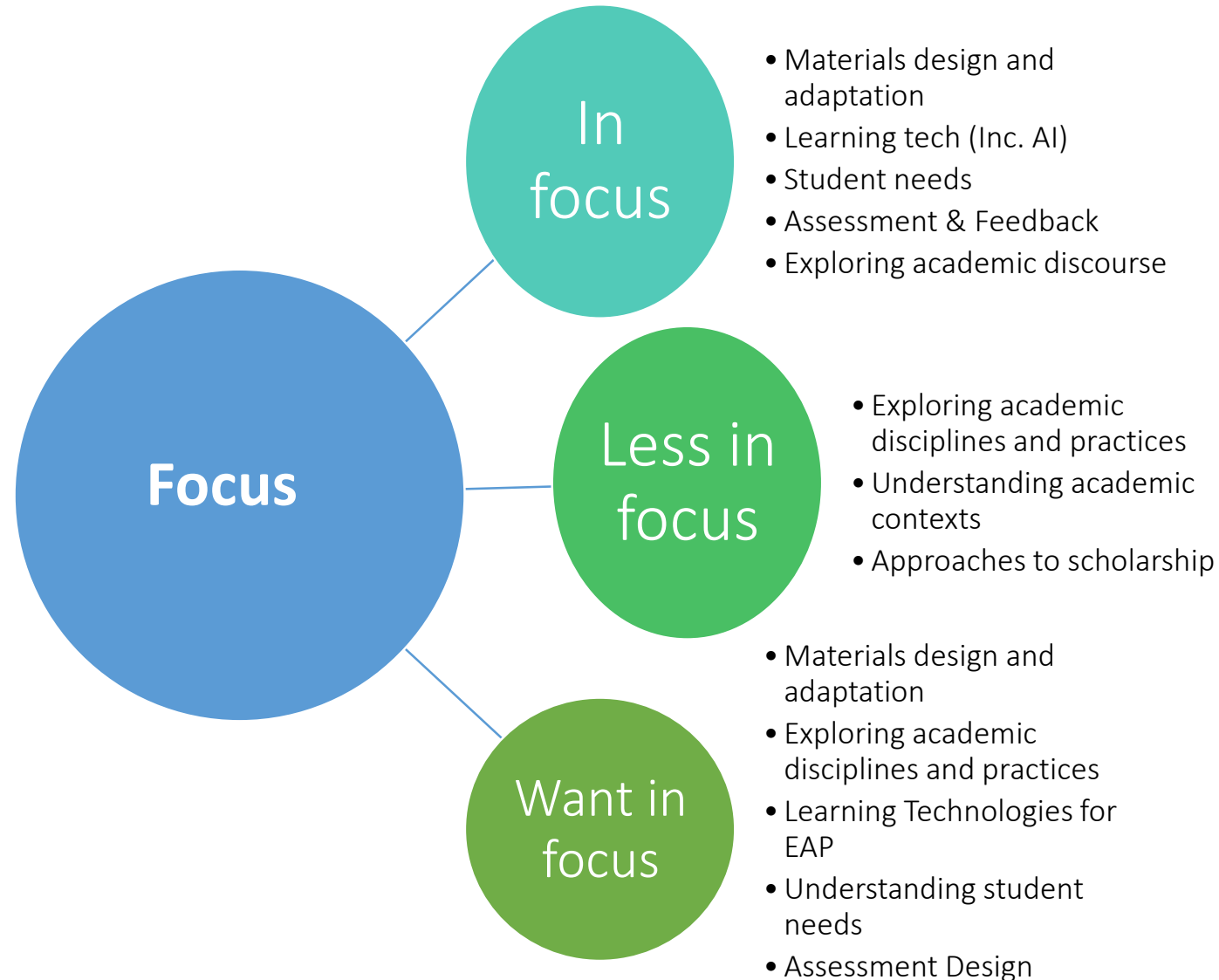
What motivates EAP practitioners?

- Personal interest / development (93%)
- Opportunities for interaction with like-minded peers (73%)
- **Activities directly relevant to my needs (65%)**
- Career advancement (63%)
- Time available (55%)

When do they engage with CPD?

- Individual interest (120)
- Gaps in knowledge (100)
- A specific goal /objective (81)
- For research and scholarship

What is the focus of EAP practitioner CPD?



Part 2: Leaving our comfort zone



Identifying relationships...

Can we identify relationships between e.g.,

- Level of experience and:
 - Choices for CPD
 - Motivational factors
- Role or location and
 - Motivation/choices?

Getting to grips with SPSS

- Guides and sources of help
- Stumbling blocks



What we tried..

Step 1: Ask for help; can we do this?

- In principle, yes.

Step 2: Leaving our comfort zone

- Crash course in contingency tables & SPSS

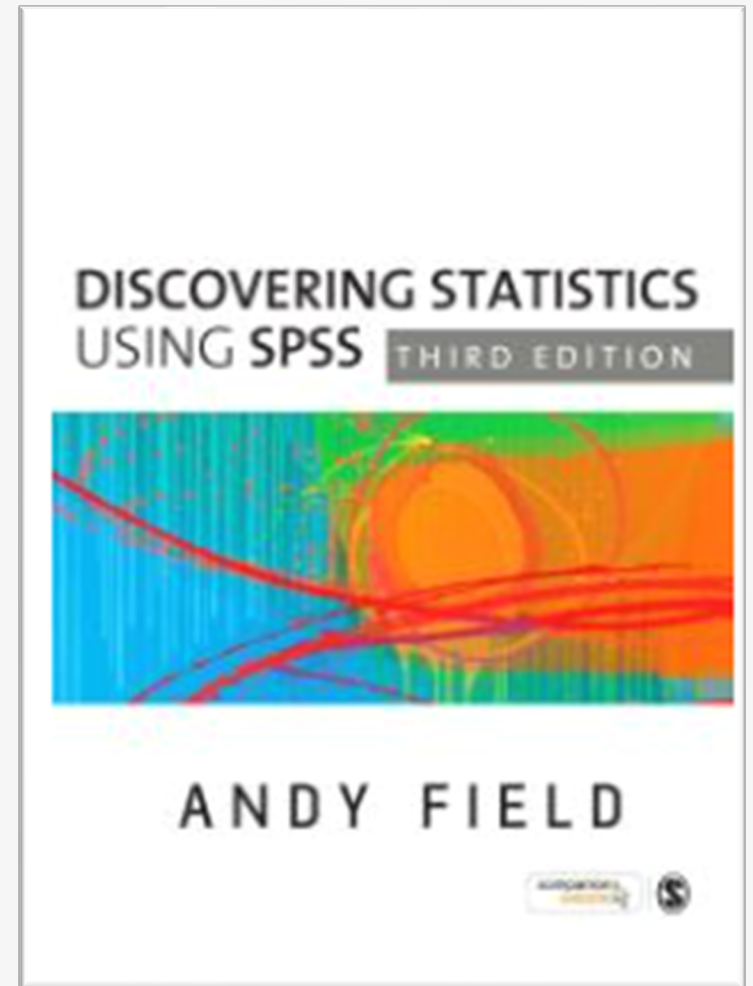
Sources of help

Colleagues, friends and family:

- Examples
- Q&A

Resources

- E.g., Field, 2011
- Youtube



Sources of help

SPSS Tutorial
EZSPSS.COM

4:21

Easy SPSS Tutorial: Fisher's Exact in SPSS, Including Interpretation

YouTube GB Search

Statistics Flipped Classroom

SPSS for Beginners

1 Introduction To SPSS

0:02 / 10:15

01 How to Use SPSS - An Introduction to SPSS for Beginners

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About Services Research Tools Help Students Faculty Locations

TODAY'S HOURS: 7:00a - 7pm at University Library

University Libraries / LibGuides / Statistical Consulting / SPSS Tutorials / Chi-Square Test of Independence

SPSS TUTORIALS: CHI-SQUARE TEST OF INDEPENDENCE

The Chi-Square Test of Independence is used to test if two categorical variables are associated.

Home	Chi-Square Test of Independence
Getting Started with SPSS	The Chi-Square Test of Independence determines whether there is an association between categorical variables (i.e., whether the variables are independent or related). It is a nonparametric test.
Working with Data	
Exploring Data	This test is also known as:
Analyzing Data	<ul style="list-style-type: none"> Chi-Square Test of Association.
Chi-Square Test of Independence	This test utilizes a contingency table to analyze the data. A contingency table (also known as a cross-tabulation, crosstab or two-way table) is an arrangement in which data is classified according to two
Pearson Correlation	

Case Processing Summary

	Valid		Missing		Total
	N	Percent	N	Percent	
Gender (male or female)	176	100.0%	0	0.0%	176
Smoke (smoker or non-smoker)	176	100.0%	0	0.0%	176

Gender (male or female)	Smoke (smoker or non-smoker)	Observed Count		Total
		Smoker	Non-smoker	
Male	Count	41	41	82
	Expected Count	39.1	42.9	82.0
Female	Count	39	58	97
	Expected Count	39.9	49.1	89.0
Total	Count	79	97	176
	Expected Count	79.0	97.0	176.0

	Value of	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.431 ^a	1	.033		
Continuity Correction ^b	3.611	1	.061		
Fisher's Exact Test			.049	.025	

Chi-square test in SPSS + interpretation

BruneiASK
29.1K...

Subscribed

11K

Share

'Easy to use...run test.. ..(can) encourage mindless analysis'

How far we got...

A lot of terminology

- Contingency tables & variables & levels
- SPSS for beginners: data import naming; Chi-Square; Fisher's exact test, p-values & effect size...
- Initial data run on e.g., level of experience and 13 different choices for CPD (more/less/the same)

Excel, contingency tables and SPSS output

Experience	Approaches to scholarship/resa Frequency	
Experienced EAP practitioner (8+ years)	More Approaches to scholarship	30
Experienced EAP practitioner (8+ years)	The same Approaches to scholar	22
Experienced EAP practitioner (8+ years)	Less Approaches to scholarship/	6
Mid-career EAP practitioner (4-7 years)	More Approaches to scholarship	6
Mid-career EAP practitioner (4-7 years)	The same Approaches to scholar	12
Mid-career EAP practitioner (4-7 years)	Less Approaches to scholarship/	1
Early-stage EAP practitioner (2-3 years)	More Approaches to scholarship	5
Early-stage EAP practitioner (2-3 years)	The same Approaches to scholar	3
Early-stage EAP practitioner (2-3 years)	Less Approaches to scholarship/	0
Experienced in ELT, new to EAP (1st year)	More Approaches to scholarship	1
Experienced in ELT, new to EAP (1st year)	The same Approaches to scholar	0
Experienced in ELT, new to EAP (1st year)	Less Approaches to scholarship/	0
Novice, new to English language teaching (EL	More Approaches to scholarship	2
Novice, new to English language teaching (EL	The same Approaches to scholar	0
Novice, new to English language teaching (EL	Less Approaches to scholarship/	0

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience * UnderstandingAcContexts * Frequency	15	100.0%	0	0.0%	15	100.0%

Experience * UnderstandingAcContexts * Frequency Crosstabulation

Frequency	Experience	UnderstandingAcContexts	UnderstandingAcContexts			Total
			Less Understanding academic contexts	More Understanding academic contexts	The same Understanding academic contexts	
0	Early-stage EAP practitioner (2-3 years)	Count	1		0	1
		Expected Count	.8		.3	1.0
		% within Experience	100.0%		0.0%	100.0%
		% within UnderstandingAcContexts	33.3%		0.0%	25.0%
		% of Total	25.0%		0.0%	25.0%
1	Experienced in ELT, new to EAP (1st year)	Count	1		0	1
		Expected Count	.8		.3	1.0
		% within Experience	100.0%		0.0%	100.0%
		% within UnderstandingAcContexts	33.3%		0.0%	25.0%
		% of Total	25.0%		0.0%	25.0%

Experience	UnderstandingAcContexts	Frequency
Experienced EAP practitioner (8+ years)	More Understanding academic contexts	33
Experienced EAP practitioner (8+ years)	The same Understanding academic contexts	28
Experienced EAP practitioner (8+ years)	Less Understanding academic contexts	5
Mid-career EAP practitioner (4-7 years)	More Understanding academic contexts	9
Mid-career EAP practitioner (4-7 years)	The same Understanding academic contexts	10
Mid-career EAP practitioner (4-7 years)	Less Understanding academic contexts	1
Early-stage EAP practitioner (2-3 years)	More Understanding academic contexts	5
Early-stage EAP practitioner (2-3 years)	The same Understanding academic contexts	3
Early-stage EAP practitioner (2-3 years)	Less Understanding academic contexts	0
Experienced in ELT, new to EAP (1st year)	More Understanding academic contexts	1
Experienced in ELT, new to EAP (1st year)	The same Understanding academic contexts	1
Experienced in ELT, new to EAP (1st year)	Less Understanding academic contexts	0
Novice, new to English language teaching (ELT) and EAP (less than 1 year)	More Understanding academic contexts	2
Novice, new to English language teaching (ELT) and EAP (less than 1 year)	The same Understanding academic contexts	0
Novice, new to English language teaching (ELT) and EAP (less than 1 year)	Less Understanding academic contexts	0

Chi-Square Tests

Frequency		Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
0	Pearson Chi-Square	1.333 ^b	2	.513	1.000	
	Likelihood Ratio	1.726	2	.422	1.000	
	Fisher-Freeman-Halton Exact Test	1.752			1.000	
	N of Valid Cases	4				
1	Pearson Chi-Square	3.000 ^c	2	.223	1.000	
	Likelihood Ratio	3.819	2	.148	1.000	
	Fisher-Freeman-Halton Exact Test	2.628			1.000	
	N of Valid Cases	3				
2	Pearson Chi-Square	. ^d				
	N of Valid Cases	1				

How far we got...

- Initial data run on level of experience and 13 different choices for CPD
- No statistical significance (as far as we can tell)

(More) challenges we encountered

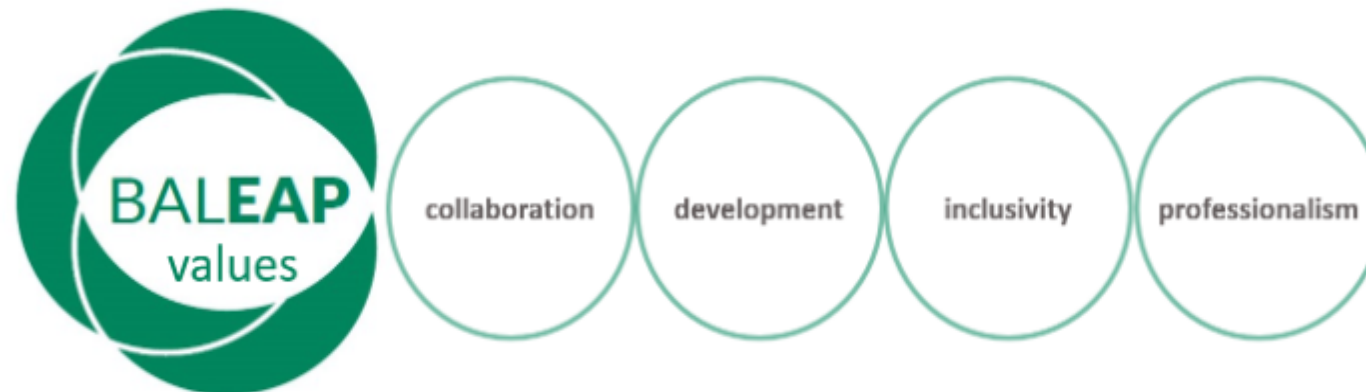
- How to deal with different types of variables (e.g., 1 choice/constant)
- Poor survey data: too many data points & bitty data (e.g., self-identified roles; geographical locations, qualifications ..)
- Need longer to learn enough to do in depth (course; mentors; networks; open access)

What can we say?: we actually have quite a lot from round 1

- Commitment to professional development and developing expertise in EAP
- Range; engagement & collaboration; agency driving engagement & focus; communities of Practice
- Scholarship /research-informed and -led EAP
- Practical challenges and constraints

What we noticed:

- Not much on SoTL
- Not much on contexts/wider context /disciplines



What next for the SIG?

Implications for future [TEdinEAP SIG](#) activity value of community and collaboration

Teacher Knowledge Base

- Understanding Academic contexts
- Scholarship (sharing what & how) E.g., writing up our own scholarship reflections of this project and encouraging others to come to SIG and talk about theirs
- Facilitate communities

What next for BALEAP and the wider community?

- Developing EAPers & networks; seek out networks
 - E.g., Pre-sessional communities
- Curating more open access resources
- Encourage more sectoral sharing of examples of scholarship case studies from different contexts (see [Brewer, Blaj-Ward, 2013](#) and [recent issue](#) of [The Language Scholar](#)) but also practical resources focused on how to do scholarship in EAP, including writing up our own scholarship reflections of this project
- Suggest institutions provide more support for scholarship, especially for newer teachers

The Role of SIGS

Developing to their full potential:

- What and who are we for?
- How can the SIG activity contribute to the sustainability of the EAP sector?
- What is our SIG strategy?
- SIG networks and joint events
- How do we disseminate events and outputs?

- Academic Literacies
- Creative Disciplines
- Doctoral Education
- EMI
- In-Sessional
- Law
- Social Justice
- STEM
- Teacher Education in EAP
- Technology Enhanced Learning
- Testing, Assessment & Feedback
- Transnational Education



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References & Bibliography

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Spss Links

BrunelASK: <https://youtu.be/t7FMonySjDY?si=kkEx1NOzgSdDU4zp>

EZSPSS: [How To Do Fisher Exact Test in SPSS - Quick SPSS Tutorial](#)

Kent State University SPSS Tutorials: [Home - SPSS Tutorials - LibGuides at Kent State University](#)

Research by Design: https://youtu.be/_zFBUfZEBWQ?si=sGf2nsgIVL1-Hnx6

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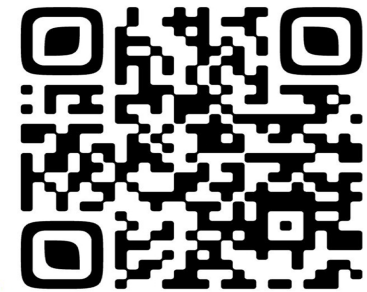
- Slide 9 [Magic Studio AI picture generator](#)
- Slide 11 Photo by Pipe Vasquez: <https://www.pexels.com/photo/men-on-a-sport-field-26569952/>
- Slide 18 Image of BALEAP values <https://www.baleap.org/about-baleap>

Say hello to us at the BALEAP SIG World Café!

Tuesday & Wednesday, 14:00 – 14:30 in BBG410

- Find out more about the TEdinEAP SIG!
- Teach us statistics!
- Marvel at our merch!
- Do a quiz and enter a prize draw

The TEdinEAP SIG website



Scan me!

