



The global forum for
EAP professionals



BALEAP PIM

Call for papers

Professional Growth and Development in EAP

Exploring Current Practices and Imagining Future Possibilities

Dates: 2 -19 June 2025 slow PIM (asynchronous open access content)

20 June 2025 live online event @ 9:00am - 5:00pm

Queen Mary University of London's Language Centre warmly invites you to take part in a slow online BALEAP Professional Interest Meeting (PIM) in June 2025. In the ever-evolving landscape of higher education, we want to bring our global community together to explore how we grow as EAP practitioners and scholars, what shapes and supports our professional journeys across different national and cultural contexts, and how CPD engagement helps us choose various pathways of specialisation within the field.

We aim to examine both personal motivations and institutional support structures for EAP practitioners, including the role of mentorship and coaching in fostering professional growth. Through a reflective lens, we will consider what it means to develop as an EAP professional today, and what it might look like in the future.

The PIM will start on Monday, 2nd of June, and will unfold over three weeks of asynchronous open access content, consisting of invited interviews, accounts of professional development journeys, and an exhibition of visual posters representing different aspects and specific contexts of our Continuous Professional Development (CPD) activities. The PIM will culminate in a live, full-day online event on Friday, 20th June.

Themes of interest to this PIM include the following broad and open-to-interpretation areas:

1. Nature of CPD in EAP: What drives our professional growth and development as EAP practitioners and scholars?

Continuous Professional Development can be driven by a range of factors, from personal ambitions and institutional expectations to the intersection of theory, practice, and pedagogy. Emerging trends in higher education - such as the growing role of AI, the emphasis on employability skills, and a stronger focus on social justice through accessibility, neurodiversity, sustainability, and decolonisation of curriculum - are also shaping our CPD landscape. In this ever-evolving context, we are keen to explore what motivates and sustains CPD in EAP. What priorities guide our professional development? Which skills and competencies are essential for addressing current challenges and preparing for the future? We invite you to share your perspectives on what drives your CPD journey and how we can collectively shape a responsive and forward-thinking CPD approach.

2. Engagement with CPD: How do we engage in CPD across cultural and national contexts where we work?

Continuous Professional Development may take many forms and is often shaped by national contexts, institutional traditions, and internal cultures. We'd love to hear from colleagues about the types of CPD they engage in, how it is structured, and what kinds of support they find most valuable. We aim to bring together diverse perspectives and explore how CPD engagement may differ across various contexts, such as English Medium Instruction, Trans-National Education, and the Global South–Global North dynamic. Additionally, we are particularly interested in the role of mentorship and coaching in CPD - what opportunities they provide, how they are structured and made available to colleagues.

3. Specialisation as part of CPD: How do we specialise in EAP?

In EAP, we place a strong emphasis on discipline-specificity in our work. We'd love to hear from colleagues about how CPD activities help them develop discipline-specific expertise, what drives their choice to specialise in a particular area, and what support, if any, is available to them in this process. At the same time, we'd like to broaden the conversation by considering other forms of specialisation, such as working with mixed-discipline groups or providing non-credit-bearing support. We are particularly interested in how CPD activities help colleagues in these contexts, for example as related to developing engaging teaching materials, addressing student (dis)engagement, or supporting retention. We hope that by sharing experiences and insights, we can deepen our understanding of specialised forms of CPD and inspire each other in our professional growth.

Types of Contributions

Asynchronous Contributions

- **Reflective account of personal CPD journey** - this can be either a **10-minute recording** ('talking-head' or 'voice over images') or a **short text (not longer than 2 pages)** sharing your professional journey, for example: how you progress in your profession, what supports your development, how you choose directions for development – anything that inspires and motivates you. We'd love to hear about your specific context and what hopes you have for the future.
- **Visual poster** - the poster should include only images, for example depicting places, contexts, people, texts, objects that shape and support your professional development. This can be as simple as a few pictures of book covers and places where you enjoy reading, showing your journey through literature, places and understandings in EAP – simply anything that you associate with your CPD. We also ask that the poster is accompanied by a title and a 150-word annotation explaining the poster to our online audience.

Live Event Contributions

- **Paper presentation** (20 min + 5 min QA)
- **Panel discussion** (10 min input + 25 min open discussion)
- **Lightening talk** (5 min pitch)

Deadlines for abstract submissions and links to submission boxes:

Asynchronous content abstracts deadline – 25 April, 5:00pm

Notifications of acceptance: 1 May, 5:00pm

Click [here](#) to submit an asynchronous content abstract.

We will ask all accepted asynchronous contributions to be submitted for inclusion into our online platform by 19 May, 5:00pm

Live content abstracts deadline – 9 May, 5:00pm

Notification of acceptance: 23 May, 5:00pm

Click [here](#) to submit a live content abstract.

Abstract length

Abstracts for all contributions should be up to 250 words.

Looking forward to receiving your contributions and meeting everyone online in June 2025!

BALEAP PIM Organising Committee

Contact us at BaleapPIM@qmul.ac.uk