



Building Community

#WeAreBC16

BC TEAL Board of Directors.....	2
BC TEAL Newsletter Committee.....	2
Letter from the President.....	3
Editorial.....	4
Tribute to the Past President.....	5
Sponsoring a Practicum Student in the Classroom	6
The Pronunciation Elephant in the Room.....	8
No No, No Yes—Open Answer Activity.....	10
A Community of Contact in a Climate of Change.....	11
BC TEAL Annual Conference: A Community of Creativity and Critical Awareness.....	13
Communities on the Kazakh Steppe.....	16
Out of Poverty: Living and Teaching in Asia.....	20
The Butterfly Emerges: The Farashah Communication Cards Project.....	23
My Experience with the Syrian Refugees Landing in the Okanagan valley.....	25
Call for Submissions: BC TEAL Newsletter and BC TEAL Journal.....	27

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Letter from the President



Dear BC TEAL Members,

At the recent 2016 BC TEAL Annual Conference I was repeatedly struck by the positive vibes and passion of the presenters, participants, volunteers, exhibitors, and organizing committee. It was truly a remarkable event and while there I was repeatedly reminded that the TEAL community in BC is amazing! #WeAreBC16

The theme for this newsletter of “Building Community” is the same as the one for the recent annual conference, and it resonates strongly with me. When I first attended a BC TEAL conference, I was quickly hooked. What I found at that event was a community of engaged, inquisitive and fun professionals. It is the people—the community—which draws us in and then helps sustain and motivate us through our careers.

Communities exist and are built in varied mediums and forms. For the conference, the power of Twitter was one example of that. Hundreds—perhaps a thousand—of messages were tweeted before, during and after the event with the hashtag #WeAreBC16. It was fun to see how that medium engaged and energized many. We even had a new member from Washington State join during the conference as he was engaged and excited following the community of inquiry and sharing that he followed on Twitter!

BC TEAL has initiatives and activities around the province. The Regional Representatives Program is one of the key ways we try to engage with the TEAL community throughout the province. At the conference, the regional reps brainstormed reflections on the year past and brainstormed ideas for the coming year, so if you live in the Kootenays, Vancouver Island, or Northern BC to name just a few, there are local opportunities for you to connect with the EAL teaching community close to home and build community there.

At the conference, BC TEAL members also voted unanimously in favour of BC TEAL’s newest position statement—the BC TEAL Position Statement on the

Needs and Rights of Refugees (you can find the full text of this and all the position statements at www.bctea.org/about/policy-and-action-advisory-committee). Position statements alone cannot change public policy, but they reflect the values of an organization and help provide a call for action, and I was proud that BC TEAL passed this position statement. Refugees, like immigrants to Canada, international students, and students from Quebec who study English in BC, are often our students. As professional EAL instructors we play a critical role in helping them transition to life in English-speaking North America and become part of the community. We build community.

This issue of the BC TEAL Newsletter showcases the thinking and work of many of our members around the theme of Building Community and is full of engaging and useful articles. In my new role as BC TEAL President, I look forward to working with the Board of Directors, volunteers, and many others to help us continue to build our community of TEAL professionals.

Sincerely,



Joe Dobson

Joe Dobson is the president of BC TEAL. He is a senior lecturer and TESL coordinator at Thompson Rivers University. His research interests include educational technology, teacher education, and intercultural communication.



Building Community through the BC TEAL Newsletter

by Scott Roy Douglas

When I was young, I can remember my parents putting together newsletters late into the night as they sat around the kitchen table. The smell of rubber cement would be in the air as my Dad carefully affixed cut outs from clip art books to illustrate the articles, and the syncopated rhythm of my Mum's IBM Selectric typewriter would punctuate their discussions on where to place the articles and the merits of spelling words a certain way. This is a recurring memory for me as my parents volunteered through the years for the local historical society, the Lions Club, and an assortment of other charitable and community minded organizations.

I don't ever remember asking myself why they volunteered to do it. It was just something that was done. It was a given that newsletters needed to be written, and they were able to help out in that way. It was part of who they were as members of the community. Now, years later, it's me soliciting articles, pondering the correct use of the em dash, and typing late into the night. Then it hit me as I was preparing for this issue. BC TEAL is my Lions Club, and the folks who are members of BC TEAL are my community. The newsletter is one of the ways BC TEAL members connect the local English language teaching community together and share with each other and the world. Being part of the newsletter is an intrinsic expression of who we are as members of this community, and it is part of how members of BC TEAL build and sustain that community. The feeling

of belongingness that comes from the community building process is the reward that sustains us in the profession and makes it a little less lonely.

The spring issue of the newsletter starts off with a tribute to an outstanding builder of community, Shawna Williams, who has been a guiding light to BC TEAL as President over the past few years. The issue then turns to the teaching and learning community with articles on sponsoring practicum students, teaching pronunciation, and keeping classroom conversations active. Next comes a look at the benefits of having a wide community of contact for EAL professionals along with a reflection on the annual BC TEAL conference. Two more articles follow with a take on British Columbians teaching abroad in places such as South Korea, Oman, China, and Kazakhstan. Finally, the issue closes with two inspiring stories of how teachers are welcoming refugees to our province.

On reading these articles, how wide the local English language teaching and learning community is becomes apparent. These articles come together to represent how the authors are building community both in the classroom and in the wider world, and serve as an inspiration for us all to become more involved as local BC TEAL community builders.

Scott Douglas is an assistant professor in the Faculty of Education on UBC's Okanagan campus. He enjoys working with teacher candidates and graduate students as they explore additional language teaching and learning. He has also taught in Alberta, the Middle East, and Japan.



Shawna Williams: President of BC TEAL (2012-2016)

by Jennifer Pearson Terell



Shawna Williams speaking at the BC TEAL 2016 annual conference

As President of BC TEAL, Shawna Williams' skilled leadership, selfless commitment, and endless hours of work have been a constant inspiration to the more than 1000 English language teachers who were members of BC TEAL during her presidency. Shawna inspires because she is both a dedicated activist and a community leader. As President, Shawna has worked tirelessly to establish regional BC TEAL conferences in Kamloops, Prince George, Nelson, Victoria, and Kelowna as well as the annual province-wide "EAL Week" which celebrates the achievements of English language teachers and their learners. Shawna has also twice chaired the provincial BC TEAL Conference which attracts over 500 English language teachers annually and is recognized both provincially and nationally as an outstanding professional development event.

As an English language educator, Shawna is respected for her contributions to the profession as a teacher, assessor, resource coordinator, and teacher educator. As a leader in the English language community and as a testament to her professional expertise and knowledge, Shawna has presented at provincial, national, and international conferences and has also represented the members of BC TEAL at important provincial and federal governmental meetings.

Shawna has been truly the "Heart and Soul" of BC TEAL during her four years as President. Shawna's passion, leadership and personal commitment to BC TEAL has been and will remain an inspiration to English language teachers and learners across the province. Many thanks go out to Shawna for all of her hard work.

Sponsoring a Practicum Student in the Classroom



by Laura Blumenthal (with Justin Majta)

The first time she stood in front of my class, she was nervous and excited, even though all I'd asked her to do was call the roll. As the students' bright eyes looked at her expectantly, she absorbed their energy and I could tell she was ready to give back to them.

The second time, she had been asked to lead a warm-up activity. It was one that she'd seen done in one of her Teaching English as a Second Language (TESL) classes, and she had planned it carefully down to the scripting of the instructions, as she had been taught. It did not go as well as she'd wanted, though. Some groups did not follow the instructions, and others got done too quickly, but she did have a nice interaction with one group of students, some of whom taught her something she didn't know about their country.

I was sitting in the back of the room taking notes. My impression was that this seemed to be pretty much par for the course for a teacher who was getting her feet wet, but I decided I needed to talk to her about her monitoring strategies. In our meeting, I asked her what had gone well, but all she wanted to talk about was what hadn't. I assured her that she was on the right track and this kind of hiccup was to be expected at this stage.

When I asked her what the group in the far corner had been doing when she started the activity, she admitted that she didn't know, and that's when the light bulb went on. She asked me how she could do a better job of monitoring each group, and I reminded her of what she had learned about monitoring while keeping an overview of the room, and how to get close enough to get the information she needed without interfering with the group. She mentioned that this had been so different in the TESL class, when her classmates were

pretending to be English as a Second Language (ESL) students—they all understood what to do and simply did it.

The next activity she led, she did a much better job of monitoring, but the instructions weren't as good, and so it went from day to day—some days were better and more satisfying than others, but there was always growth, even amid the setbacks.

For me, watching a practicum student learn from her own mistakes and slowly evolve into a teacher is one of the most satisfying parts of my job. Although I am not required to take on practicum students, I do it as often as I can because I feel that I have something I can give them, and because I love to watch them take it and grow.

The hardest part is finding that fulcrum where the perfect balance exists between giving enough help to ensure that the student teacher continues to evolve, but not so much that s/he loses confidence or feels overwhelmed. It's also a constant learning process for me in my many roles—as English Language Teaching (ELT) professional, practicum sponsor teacher, practicum supervisor, TESL instructor, TESL coordinator, and person.

Are there ever difficulties? Of course there are: the practicum student may be someone who is simply not well suited to the role of language teacher because of a lack of empathy, skill, or the ability to understand language learners' difficulties. The sponsor teacher and the practicum student may not be the best match in terms of personality, and one or both may be unable to see past these differences. The teaching environment may not be conducive to the student teacher's growth for a myriad of reasons.



Continued on page 7

For the most part, though, practicums are positive experiences for all concerned. The practicum student grows and learns in a gentle, supportive environment. The sponsor teacher has a chance to reflect on classroom practice in general and maybe even to learn some new techniques, and the students get a fresh face in the classroom—one who is learning the ropes and appreciates their struggles all the more acutely.

In order to get a different perspective on the process, I interviewed Justin Majta. Justin is a very important person to me, as he is a graduate of our TESL program who has continued on to become a head teacher at a private ESL school in Vancouver, as well as being a sponsor teacher for our practicum students, and encouraging other teachers to do so as well.

Q: How many practicum students have you sponsored so far?

A: Three.

Q: What do you like about sponsoring a practicum student?

A: It reaffirms what you already know, and you have to be on your game. It's a new challenge, something different every time. Seeing somebody succeed at what they want to do is really gratifying too. You also learn new things—a new warmer, a new approach, it's a way to stay current.

Q: Why do you think some teachers don't want to do it?

A: Because they don't want to feel responsible for another person's success or failure.

Q: So it's like a confidence thing?

A: Yes, I would say so. They also ask if there's pay. I tell them you get a letter, and you can put it on your resume. Also, if we ever open up a TESL program, that's another skill that you have.

Q: You've been very helpful to me in getting placements for my practicum students. Why do you try to get your co-workers to sponsor practicum students?

A: I want them to challenge themselves and mentor somebody—I think that's a great thing to do. I think people get stuck in a rut and when you get a little uncomfortable and you don't know what's going happen, that's when you grow. I would encourage everybody to try it at least once—that way at least you've tried, right?

Q: I know that your academic director has been very supportive in this process. Why do you think she likes you guys to sponsor practicum students?

A: Number one, for every five [practicum] students, we get a professional development day [from Douglas College], so that's good because we can always have a session like that. We always can learn, upgrade our skills, and I think also some private schools now, they want like a pathways program. So I think I'm kind of doing my part for the director as a head teacher to kind of strengthen that relationship.

Q: What advice would you give to someone who is considering sponsoring a practicum student?

A: I would say just do it!



Laura Blumenthal has been teaching ESL/EAP since 1988, and educating ESL teachers since 2000. Since fall 2013, she has also been the coordinator of the TESL Certificate Program, at Douglas College, a public college in New Westminster, BC

The Pronunciation Elephant in the Room

by Tanya Ploquin

I came from a theatre background where we were taught to have what was called a “mid-Atlantic” accent for all roles where the director wanted a so called “neutral” accent; not too British and not too North American. Essentially it meant not reducing to the schwa or omitting it, aspirating [t]s, avoiding contractions, and any other such “lazy” or “sloppy” pronunciation. I loved it. Fast forward to the classroom in a private college.

He looked at me and spoke softly, “Teacher what does **sonuva** mean?” I was pretty sure I knew what he meant (son of a b!@#*), but I went in for confirmation, “Where did you hear that and who said it?” He replied, “My homestay parents say it every time the puppy pees in the house. I looked in my dictionary and online, but I can’t find it.” No, a Google search couldn’t answer this one. Ah linking, you little devil. It made me aware—hyper aware—of linking everywhere. Linking, it is ubiquitous in many languages, and the bane of most language learners.

I had been teaching my students what was considered proper pronunciation, but I had failed them. I began to notice linking, reductions, and contractions everywhere. I paid attention to the usage, and found myself shocked, both as a teacher and as a former thespian. The difference between “I’ll do it later” and “I will do it later” could be very important. Consider the following:

Mom: Clean your room!

Child: I’ll do it later. (Continues to play a videogame)

Mom: When? Not tomorrow.

Child: I said I’ll do it later. Don’t bug me! (5 minutes later)

Mom: I told you to clean your room!

Child: I said I will!

It’s not only nuance in connotation where this arises. Consider texts that have reductions. In Harper Lee’s *To Kill a Mockingbird*, for one, reductions and contractions abound. In one academic preparation class I taught there was a quote from the novel. My students were truly stumped by three different issues with pronunciation while reading the text:

“I just want the whole lot of you to know one thing right now. That boy’s worked for me eight years **an’** I ain’t had a speck o’trouble **outa** him. Not a speck.” Harper Lee, *To Kill a Mockingbird*, 1960.

1. **of** reduced to **a**
2. **and** reduced to **an**, which could be further reduced to **[n]**
3. **out of** reduced and linked to **outa**, which could be further reduced to **ouda**

Remember, this was a reading assignment. There was no mention in any materials that the teacher should pre-teach pronunciation. The students were set up to fail, and I felt terrible.

How much and how well are we preparing our students for the “real world” of English? We go to great lengths to bring in realia. We do many things all in an attempt to create a sense of urgency for language. So with menus in hand from the local pizza restaurant we plan to teach how to order food.

Friday afternoon a few of your students go to the pizza restaurant. They are bombarded with pronunciation structures we haven’t prepared them for: choice intonation, reducing “and” to “N”, listing intonation both finished and unfinished, and to top it all off the reduction of [t] becoming [d] when the server tells them the total \$13.30.

Continued on page 9

Let's better prepare them to understand naturalized pronunciation. We can, and should, teach them how to distinguish between 13 and 30.

If the stress is before middle [t], it can sound like [d]

Examples: 30, 40, 50, city, water, pretty, etc....

If the stress is after middle [t] it sounds like [t]

Examples: hotel, guitar, Victoria

Now let's practice it with a partner. Check if you heard A or B.

A

1) thirty

2) forty

3) fifty

4) sixty

5) seventy

6) eighty

B

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

If you really want to wow your students, go a step further and explain how the [nt] combination is often reduced to only [n].

Examples: seventy, ninety, internet, mountain, Toronto, etc...

I have had to accept that I am not preparing my students for the stage. I am preparing them to be able to comprehend and decode fluent local speakers of English. I know I can't prepare them for every situation, but I can make them aware of how, when, and why fluent local speakers might pronounce something differently.

I won't call it lazy pronunciation and thereby detract from the inherent value in understanding it. It's my job to prepare them for reality, not the snobbery of what might be deemed "proper pronunciation." Let's stop ignoring a huge obstacle between our students and real English. Our students can't afford to pretend that struggles with pronunciation don't hinder fluency or comprehension of naturalized English.

The outside world is full of *hafta*, *gotta*, *wanna*, *shoppin**, *cupa tea*, *spendaloda timonit*, etc. We should be asking ourselves, "What more can I do to prepare my students for the real world?" Asking the question is the first step. I suggest we address the pronunciation elephant in the room. As Barack Obama said, "We're gonna hafta make some changes." (The transcript of President Obama's prime time news conference July 22, 2009.)

Tanya Ploquin is a teacher, internship mentor, and teacher mentor at Vanwest College in downtown Vancouver. She has a BFA from the University of Saskatchewan and her TESOL credential from Vancouver Community College. Her interests lie in professional development and pronunciation.



No No, No Yes—Open Answer Activity

by *Edward Pye*



One of the biggest challenges for students when they are having casual conversations is how to keep the conversation going and optimize their ability to practice the language they have learned. For a variety of reasons, students often close conversations off by simply answering either “yes” or “no.” This activity is a fun way of stopping students from doing that.

Objectives:

- To practice avoiding “closed” responses in conversation
- To use full answers when responding
- Engage and reenergize students with short conversations

Preparation:

- Get some form of tokens (I use poker chips) with enough for around six for each student.

Steps:

1. Preface this activity by asking students what the most important aspects of “speaking” English are. You will get answers like pronunciation and intonation, but students may not talk about the problem of answering with closed answers. For example, “Do you like Canada?” If the student just answers “yes” then the conversation finishes, but if the student answers “I love Canada because of all the natural beauty” then the opportunity for follow up questions and more speaking practice arises.
2. Explain this idea to the students and then have them brainstorm derivatives and synonyms for “yes” and “no” (yeah, nah, yup, nope, yah, of course, and so on).

3. Write the words on the board and tell the students that all of these words are off-limits, so during the activity, they are not allowed to say any of them.
4. Distribute at least six tokens to each student.
5. Have students stand up and find a partner. They will get one to two minutes to talk with their partner and ask them questions on any topic. If, while answering questions, a student says any of the off-limit words, they must give one token to their partner. This should encourage the students to answer with longer more complex answers.
6. When the one to two minutes are up, have students find a new partner and begin again. Rotate through partners for as long as you want the activity to go for. It could be finished in 15 minutes, but I find it usually lasts longer because students love it and want to keep going.
7. When the time is up, the student with the most tokens could be declared the winner.

Edward Pye is a New Zealander with an English literature degree from Otago University. Before moving to British Columbia, he taught in South Korea for eight years. Since then, he has worked as an educational programmer on UBC’s Okanagan campus and as an EAL instructor at Okanagan College.



A Community of Contact in a Climate of Change

by Michelle Ronback



“Man, I would never do that job!”

These have been famous last words on my part. They were followed, on more than one occasion, by an offer in said job. In the past, this perplexed me.

In hindsight, I have realized that the comfort zone of routine was my Achilles heel. I was content in my bubble and the idea of something changing what was currently working for me was intimidating and uncomfortable. I wasn't very interested in finding out about what happened outside of my school and didn't think that there was any association in my industry that truly represented me.

This shielded behaviour created a blind spot where, not only did I not recognize how the skills I was learning on the job would transfer very well into other positions, I didn't clue in to the fact that there was a huge English as an Additional Language (EAL) community of support and advocacy in British Columbia. It wasn't until I was quite literally pushed into management by my coworkers that I realized I could do that job and do it well. I consider myself lucky that people took the time to help me see what I could not and encouraged me to take that scary leap into the unknown.

Moving into management exposed me to a much wider community of contacts. It also brought to light the benefit of joining the EAL community outside of the comfort bubble of my school. I learned that there were many people interested in advocating for teachers and that things were not the same all over. Becoming a better informed professional helped me make better informed decisions. I also started volunteering with a settlement agency, which opened my eyes to the very different journey landed immigrants take on their road to English acquisition and made great connections along the way.

Now having interviewed hundreds of people over the years, it has become clear that the variety of experience and talent that brings people into the EAL industry is as diverse as the students we teach (I work in the private industry but my hopeful assumption is that this scenario is the same for public and non-profit). Even with this diversity of experience, I often notice teachers doing exactly the same thing I did—finding comfort in routine, and resisting change and networking opportunities. I've encountered many excellent teachers who are perfectly fine with their perception of the status quo.

However one perceives it, change is ultimately inevitable. The EAL industry has seen its highs and lows, and we don't always know what is coming around the corner. The changes that occur can be devastating for those who are not prepared.

It is heartbreaking to see a teacher who, after diligently teaching the same thing at the same school for 10–20 years, become completely blindsided by the fact that they no longer have a job due to circumstances beyond their control. For teachers in this situation who saw the benefit in professional development or joining or volunteering for their local teaching associations, this community of contact can be a venue for new projects, skills and opportunities. Reaching out and connecting with your community will best prepare you for what might come.

Now I am in another place where I never expected I would be—on the Board of Directors for BC TEAL. Joining this association has introduced me to some of the most dedicated and professional members of our industry. Their combined experience and vision is inspiring to say the least, and it has shown me just

Continued on page 12

how vast our community is. I also joined during a time of great change, which left many people in the EAL industry in the tenuous position outlined above—with the need to be prepared for a shift in the status quo.

My hope for readers is to remind themselves that it is never too late to start making new connections. It doesn't matter how long you have been in one place or one position or what kind of credentials you have. There is a vast community of contact and support available to you. Yes, it can make you nervous or uncomfortable at first but I've heard it said, "If it makes you nervous, you are doing it right".

There is nothing static about the EAL industry. It will continue to evolve, for better or for worse. I encourage you to get nervous and join the community of thousands of like-minded contacts who can help you on this ever-changing path.

Michelle Ronback's two great passions in life are language and culture. She has been fortunate enough to have experienced most facets of International Education, from teaching to curriculum development, to marketing and management, over the last 20+ years. Work has taken her as far as India and China but she now makes Vancouver her home, and she considers herself lucky to work in such a culturally rich environment.



A Community of Creativity and Critical Awareness

by Mark Rosvold

BC TEAL's 2016 annual conference took place at Simon Fraser University's (SFU) Surrey campus on the last weekend of April. From Thursday the 28th to Saturday the 30th, people from all across the province of British Columbia met to discuss all matters that dealt with teaching English as an Additional Language (EAL). However, it wasn't limited to residents of British Columbia. In fact, it was not even limited to those living in Canada. Innovative researchers and teachers came together from various areas of the globe. Regardless of where they came from though, they were all united that weekend with a passion for teaching and for learning from each other's experiences.

The SFU campus in Surrey was a truly lovely location and everyone who spoke commented on what a unique and beautiful campus it was. We were all thrilled to be in an environment of learning and networking, surrounded by stunning architecture. SFU was a wonderful host and created the foundation for a fantastic conference.

The main conference began in full force on Friday April 29, 2016. The day was densely packed with presentations, sessions, speeches, and many opportunities to socialize and meet like-minded individuals over tasty treats and much needed cups of caffeinated stamina boosters. There were many fascinating options to choose from, and while it would have been useful to have the unique gift of existing in multiple locations simultaneously, this was not the case. So, a selection of the various presentations will be covered here, but it is far from an exhaustive detailing of what took place.

Friday morning, once coffee had been consumed, found many of us attending the panel talk *Language In Higher Education*. Steve Marshall, Sandra Zappa-Hollman, and Scott Douglas all spoke, with Saskia Stille present as

the moderator. Plurilingualism and Translanguaging was the topic discussed by Marshall. His talk looked into the etymology of these words and also to how they were being used and what they meant. One of the questions that we were left to ponder from Marshall's enlightening talk was whether we should move away from notions of complete linguistic competence. After he spoke, Zappa Hollman came next and presented a number of thoughts related to academic discourse socialization through content and language integrated instruction. While there was a great deal of intriguing information presented, one of the central aspects of



Friday's Plenary Speaker: Lindsay Clandfield

Continued on page 14



her presentation was the need for specialized literacy that is discipline relevant. Finally, Douglas spoke about breadth of vocabulary thresholds. Beginning his presentation with a quote from the inimitable W. Somerset Maugham, he described such issues as breadth versus depth of vocabulary knowledge, and accompanied his major points with a touching anecdote involving a previous student of his from Japan.

Next was plenary speaker Lindsay Clandfield's talk *Critical Teaching in Critical Times*. Clandfield came all the way from Spain to be a part of this conference, and we all benefited from his contemplative talk that prodded us to think, and required us to get involved as well. The presentation began with Clandfield problematizing the notion of what critical thinking was. Ultimately the conclusion seemed to be that the idea had numerous interpretations, yet despite this lack of unanimous agreement, it is a very important part of teaching EAL. One of Clandfield's main points was that he believed in the importance of teaching critical thinking/analysis to his students. To demonstrate what he meant, he had everyone in the audience engage in a nuanced activity where he used something similar to semantic isolation. Instead of providing a list such as:

Grape
Banana
Apple
Hammer
Orange,

Clandfield put these up on the screen:

Arm
Foot
Fingers
Heart
Mouth
Back.

Unlike the first list where the difference is immediately obvious, the second list required participants to critically think about which of the words could be

isolated as different. A good take away from this presentation is that thinking is vital to learning, and that memorization alone is not sufficient to become adept in a new language.

Jumping ahead to Saturday, Shelly Sanchez Terrell was the next plenary speaker. Having flown in from Texas, Sanchez Terrell was able to weave personal aspects of her life growing up there into the engaging and encouraging speech she gave. Drawing the audience in by telling her own story about education and a passion for teaching, Sanchez Terrell quickly provided a statistic that revealed how many students an average teacher impacts. Amongst those attending her presentation there were many murmurs of incredulity as she said that 3,000 students were directly impacted by one teacher. Moving on from this, she focused on technology, and how important it was in her project called the 30 goals challenge. Utilizing technology and being connected, she asserted, can create a community of teachers working together and growing into their best selves across this planet. Additionally, she further suggested its importance due to the fact that students are using technology six to twelve hours each day. As such, it is vital for teachers to also be engaged with it so as to keep their fingers on the pulse of this rising generation of language learners. Her message was one of hope and collaboration via technology, so that teachers can be engaged, connected, and as effective as possible.

There were truly so many excellent presentations, but one that stood out, not for being better or superior, but simply for its unique nature given the conference, was called *Neuromyths, Learning Styles and Teacher Education*. In this talk Patricia Harries presented novel information regarding thoughts on education and pedagogy which might not actually be rooted in truth. A challenging lecture no doubt, Harries revealed through a study she had conducted with a colleague—based on a similar study conducted in the UK—that a number of ideas regarding teaching were actually not effective whatsoever. There was quite a lot covered in this presentation, but the main idea addressed was

Continued on page 15



the myth, as it was dubbed, of the auditory, visual, and kinaesthetic learner. Harries had various tidbits of intriguing information to glean throughout her talk, but the major one was that there is no statistical evidence to support the idea that students learn better via a breakdown catering to these distinct types of teaching. Again, there was an abundance of points that could be discussed here, but ultimately what she seemed keen on emphasizing was that teaching certification programs for teaching EAL should remove those sections from their syllabus as her research showed that there was no evidence to support it.

This was just a brief snapshot of what took place at that wonderful conference. There were so many volunteers, presenters, and countless other individuals that made for an incredible and inspiring weekend. Having had a chance to present my joint research during the poster sessions, I could wax poetically about how delightful it was to engage with so many critically astute

thinkers and curious minds. One could also write an entire conference review on the Pecha Kucha, a most entertaining evening event after wine and cheese that was enjoyed by all. Yet, while not every single moment can be written about, it shouldn't be considered bold to say that the weekend was a great success, and that everyone learned, laughed, and left the better for it.

Mark Rosvold is starting graduate studies in the fall on UBC's Okanagan campus, where he has also worked with EAL and EAP students and is a research assistant in the Faculty of Education.



*Saturday's Plenary Speaker:
Shelly Sanchez Terrell*

Communities on the Kazakh Steppe



by Janice GT Penner

As many of us know, the longer we live somewhere, the harder it is to articulate what we've learned. With only eight months teaching in a foundation program at the university named after the nation's president, it seems "all I know is that I know nothing" (Socrates). I'm still learning, discovering, and developing my different communities as I work and travel in Kazakhstan (KZ).

Travel makes one modest. You see what a tiny place you occupy in the world.—Gustave Flaubert

Astana has something for everyone in the expat community—an impressive opera, ballet, and symphony calendar, thriving international clubs, competitive quiz nights, lively pubs, dessert cafes, a wide variety of ethnic restaurants, and unique shopping experiences. Neighborhood flower shops remain open till early hours of the morning for the "can't get in the door unless I have flowers" drinking buddies. Just google "Architecture in Astana", and you'll see what the locals call the flying saucer, pyramid, tent, castle, sail, lollipop, dog bowl, cigarette lighter, mattress, buckets, egg, and rose. For now, these unique structures are situated relatively far apart from each other on the vast flat steppe, but their views are marred by the cranes that signal even more housing, malls, and hotels to come. With the economy in crisis mode, the priority is completing the EXPO 2017 site, which faces my western style campus apartment.

Among the expat community, I am most involved with the Haileybury International Community Choir. Our choir is comprised of diplomats, Haileybury school teachers, their Kazakh assistants, and a few academics and business people. The weekly practices


don't seem to prepare me enough for the Swedish, Finnish, Russian, German, French, and Kazakh pieces we've performed—and those were just for the seven Christmas events! We never did sing the Welsh songs for St. David's Day at the British ambassador's residence because once we arrived, she insisted only six of us enter and sing at a time. Our next event is Nelson Mandela Day when we'll sing the multi-lingual South African anthem and likely dance in a flash mob. If you get a chance to watch the 2013 TV mini-series *The Ambassadors* starring David Mitchell, you'll get a well researched and lighthearted glimpse of diplomatic community life here.

A journey is best measured in friends than miles.—Tim Cahill

What are the Kazakhs like? Well, the majority of them have typical Asian features, have Arabic or long Kazakh family names, and speak Russian. Their hospitality towards strangers, which is rooted in their nomadic past, seems in stark contrast to their public unsmiling faces—likely a survival technique from the more recent Soviet era. Respect for elders and authority runs deep. As an older person, I am always offered a bus seat. My friends have graciously welcomed me into their homes and patiently answered my numerous questions. Very few know anything about Canada, but they recognize Vancouver from the Olympic Games. There is growing statehood pride and numerous 550th Anniversary of the Khanate events were held in 2015 to remind all citizens of their long yet difficult history of statehood.

Kazakhs love to celebrate and party! Officially, there are 120+ cultures represented in the population, so the traditional outfits, festivals, and special dishes vary considerably. The 11 statutory holidays are a fusion of nationalist and religious: Islamic (Kurban Ait-sacrifice), Russian Orthodox Christian (Christmas),

Continued on page 17



Zoroastrian (Persian New Year), and Soviet (Women's Day). Events are usually celebrated with sweets, *beshbarmak* (horse meat and pasta), black tea, vodka, and *kumis* (fermented horse milk). As a young nation of 25 years, new celebrations are still being added—this March 1 the inaugural “Day of Gratitude” was held.

As in any community, adherence to belief systems and definitions of religious freedom vary. For 2014, the agency for religious affairs had registered “3434 religious organizations from 18 confessions” (faiths) (www.din.gov.kz). While the majority of Kazakh people are nominally Muslim, with varying levels of religious adherence, KZ is generally secular. For example, only one of my students has requested permission to come late on Friday because of travel time from the mosque. When I suggested he get the student government to advocate for a prayer room, I learned that religious spaces have been banned from all public buildings since 2011. More stringent registration rules for religious groups came into effect after an apparent suicide bomb that year in another city.

An important characteristic of understanding a culture is its concept of time. I had assumed punctuality would be revered in this community. Alas, in my experience, “I’ll be there in 10 minutes” Never. Ever. In any circumstance. Means. 10. Minutes. In order to “train” the students for their future academic life here, our program has a strict attendance policy: after 10 minutes late, students are barred from entering the classroom. Within my learning community, we negotiated the policy, so students can enter after the 10 minutes, but they are marked absent.

The only person who is educated is the one who has learned how to learn and change.—Carl Rogers

One of the factors that attracted me to this position was the opportunity to “make a difference” in a dynamic school that opened its doors in 2010. It is an ideal case

study for research on national and program “change.” The faculty of 330 are a mix of internationals and locals, many of whom had studied abroad in the *Bolashak* (the future) Program. This is a study abroad program that funds outstanding Kazakh students provided they return for at least five years after graduation. Currently, the government only funds *Bolashak* scholarships at the graduate level because the English medium “Western” style educational institution where I am teaching is meant to serve the undergraduate scholars at home. Each of the seven schools and six research centres has a different international strategic partner and different organizational structure, which accounts for the variety of academic cultures and contracts in each of the units.

I am one of the 45 newbies in the foundation year program of 90 “tutors” who teach English for Academic Purposes (EAP), Maths, Chemistry, Biology, Physics, or Humanities. The majority of my program’s leadership and tutors are British and many have been teaching abroad for 25+ years. (Several have come from a school in the PRC that has enforced the 60-age-limit rule.) The program itself is quite complicated to explain, and it is in constant flux. Over my 32 years of higher education experience, I thought I had learned the skills for facing change and saw myself as a change agent of sorts. However, our new curriculum’s growing pains have been more difficult to manage than expected. Although it has been difficult at times, I haven’t given up yet. It’s been an informative and humbling process in this unique institution which has so much potential.

Discovery consists of seeing what everybody has seen and thinking what nobody has thought.—Albert Axent Gyorgyi

Our current students (nearly 700) have at least an IELTS 5.5, distinguished high school grades, and stellar entrance subject entry test scores. Now, KZ has an 11 year school system, so they entered as young

Continued on page 18



as 16, and many were still not old enough to vote in March's national election. (National reforms to a 12 grade system have begun and IELTS 6 is required for admission here in fall 2016.) Most students are used to dorm life, campus-wide smoking and drinking bans, and managing club and sport responsibilities because they have been at boarding schools since Grade 8. study skills and personal development are part of our curriculum since it's their first time getting to class on their own, being responsible for their success, and budgeting their monthly stipend (\$65 CDN). It is a merit based institution, and progress into the undergraduate schools is based on their foundation year grades, their personal statement and our carefully worded report.

The local *Boloshak* students and faculty have been instilled with the mandate/burden that the future of the nation rests on their globally aware technically savvy shoulders. It is a privilege to work with these bright learners in sharpening their critical thinking skills and discovering new knowledge.

When preparing to travel, lay out all your clothes and all your money. Then, take half the clothes and twice the money.—Susan Heller

You can build your own kind of lifestyle here. Essentially, it is possible to buy anything your heart desires with a wide variety of vendors. Days before classes began in August 2015, the local currency, the KZ tenge, crashed. The senior management arranged for our contracts to be fixed to the USD, and some adjustments were made for local staff and faculty.

Unsurprisingly, imported goods are much more expensive. Local malls have European stores next to The Gap, La Senza, Adidas, and authentic Gucci boutiques, to name a few. Once a month I take the campus "Metro" bus for the warehouse experience,



The author at Madame Butterfly at the Astana Opera House

and admittedly, the opportunity to catch up on the "campus community news." The bazaars are soviet style with small booths and bargaining is expected. The opportunity to purchase all your groceries online and get them delivered to your door also exists. At least one expat I know gets his eggs delivered from the UK! I have just learned that second hand stores do exist here, so I can hardly wait to explore that "community."

To study a language without learning its culture is a great way to make a fluent fool of yourself.—M.J. Bennett

So far, my reality is learning a lot about culture but little language. Really, all my expat and local contacts want to practice English! Besides, which language should I learn? KZ has a high bi-lingual Russian and Kazakh literacy rate. The Trilingual Policy goal for 2050 means compulsory English instruction has already started in the school system. My strategy is to have "bi-lingual survival" communication skills. I listen to the Russian and Kazakh versions of the expressions I need. Then, I learn the one that is easiest to pronounce, so I'm not really sure which language I am using as I communicate!

Continued on page 19




Professional Development communities

I am very keen to explore the private schools and their PD needs. With the growing population, public school buildings have two shifts of learners, so these schools play a vital role offering additional subject classes, exam prep, homework support, English classes, etc. One school I know of took a group of students to four EU countries during Christmas break. I have serendipitously met owners of five private schools, and the teachers I have met are well qualified. I even got to sit in on some interviews! I had hoped to fulfill my mandatory voluntary community service hours at a private school, but the senior management was concerned about the perception that we were favoring institutions. (Instead, I am aligned with a children's club which mentors vulnerable school children on Sunday mornings on campus.)

I have finally connected with KazTEA, (kaz-tea.kz) the national Teachers of English Association, and my proposals have been accepted for their annual conference in June. I am genuinely looking forward to becoming actively involved with the local chapter/community.

The loneliness of the expatriate is of an odd and complicated kind, for it is inseparable from the feeling of being free, of having escaped.—Adam Gopink, Paris to the Moon, 2001



This is my fourth international academic community experience, and it is significantly different than the days before Skype (2003), Facebook (2004), and YouTube (2005). While in Beijing, Taipei, and Kyoto, it took two weeks to get family news via snail mail and phone calls were exorbitant. Accessing national and international news depended on the priorities of the host country's media services. There were no translation apps to facilitate communication or free Wi-Fi (2002) to search for schedules as I waited at a transit stop. For mental health, I had to make friends and find confidantes in my new academic community, and had to cross linguistic barriers to develop relationships with the locals.

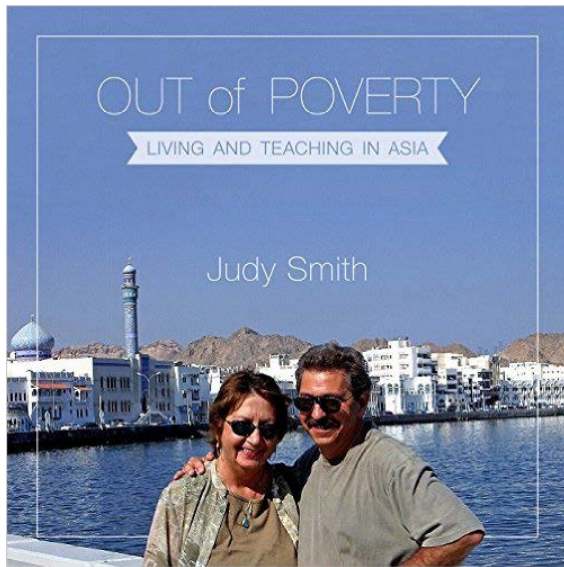
Nowadays, it is very easy to be an EAP teacher who does not participate in the host community(ies) abroad. Our "class composition" is different than other places we have taught in, but the "nature of our work" is essentially the same. With the technical conveniences we have, the daily commute to our school classroom and office could essentially be a commute from our virtual "homeland communities." Tellingly, Gopink published the (above) "escape" statement before the internet/social media became ubiquitous in our personal and work communities.



Janice GT Penner has taught EAP and TESOL since 1984. She currently teaches EAP in Astana, Kazakhstan, the world's newest capital city in Central Asia. She is on unpaid leave from Douglas College, New Westminster, BC. If you are seriously thinking about teaching in Kazakhstan, contact her for details at <janicegtpenner@gmail.com> and/or join her Facebook "community" to get updates.

Out of Poverty: Living and Teaching in Asia

by Judy Smith



“This first hand documentation of the experience of living and teaching in several Asian countries should be required reading for those who are considering such an adventure.”—

Catherine Quinlan

In 1999 my husband and I had reached rock bottom. In spite of having university degrees, technical training, and years of experience, we were unable to find employment anywhere in Canada. We were in our mid-fifties. The bank was eager to take possession of our home and the concept of living on welfare in a cardboard box was fast becoming a reality. I had been stuck on an ad in the *Vancouver Sun* for teachers wanted in South Korea and finally broached the topic with he who I thought would never live on the other side of the mountains.

“Have you seen this ad for teaching in Korea?” I asked tremulously.

“I was just about to ask you about that.”

Two months later, we had sold two vehicles, had a huge garage sale, put our house on the market, and reduced our lives to two large suitcases, two carry-ons and a laptop. We set out for the airport grasping our newly-acquired passports, airline tickets, visas, and all the cash we had accumulated through various sales.

Thus began an adventure of teaching English as a Second Language (ESL) for over ten years in Korea, Thailand, Oman, and China with brief forays into Jordan and Poland.

After we returned to live in Canada, I compiled a 280-page manuscript, *Out of Poverty: Living and Teaching in Asia*. To pique the reader’s interest, I have interspersed within the narrative 55 colour photographs, letters to home and from colleagues, poems, and short prose pieces such as this piece from Korea:

WOMEN ON THE STREETS OF DAEGU

A young woman dressed in a tight red leather jacket, red leather mini-skirt, and red four-inch high heels with super-long toes rides a motor bike, weaving through crowded streets. Her long hair is tied up in an elaborate bee-hive, held in place by a huge, garishly sequined clasp. Her face is plastered with thick make-up and her lips are made fuller with purple lipstick liner.

Continued on page 21

As she tools through the market she passes a middle-aged woman dressed in a hanbok and a young business woman striding down the street wearing a black masculine suit and carrying a leather briefcase. Two young mothers stroll arm in arm with their babies tied to their backs meet an old woman who sweeps the street with a short-handled broom, her back hunched over at a right angle.

The title of the book is taken from a serene afternoon lounging on the pristine white sands of the Arabian Sea in Oman. “So this,” my husband Roger said, “is where poverty has brought us.”

Life was good in Oman. The accommodations—a three-bedroom villa—exceeded any other country. The salary allowed us to purchase a new car and walk away with a savings of over \$50,000.



A five-star hotel in Sallalah catered to Westerners which allowed women to wear bathing suits.

We stayed for two years and might have stayed longer, were it not for the fact that the year I turned 59 the Ministry of Education decided to cap the age limit for teachers at 55.

We taught at two of the seven technical colleges in Oman, Sallalah, and Ibra. Students study English only for their first two years in preparation for moving on to their chosen majors: business, information

technology, or engineering where all courses are conducted in English using English textbooks. Oman is a more liberal country than others in the Middle East. It is the first time for students to study in a co-ed environment, and where women must remove their veils in class.

We began our teaching careers in South Korea and returned there three times, to Daegu, Guangju and Incheon. As we taught in private, after-school programs, most of our students were of elementary and middle school ages. After a full day at school, they were tired, hungry, and had little interest in learning English. Our main priority was to make learning fun with activities while following a set curriculum. As no preparation was required, our time off could be enjoyed exploring the country and culture.

In Thailand, we taught at an all-boys Catholic school in the suburbs of Bangkok, catering to children in the upper echelon who were escorted to school in chauffeur-driven Mercedes. Although we loved living in Thailand, in our classes, the students' behavior was horrible. The boys in our Grade 4 class did not speak. They screamed. I left most of my hearing in Thailand.

For our final three years of teaching we were faced with going to either Saudi Arabia or China.

If we worked for one year in Saudi we would make as much as working three years in China. I thought I could live with the restrictions in Saudi for one year.

We had almost made up our minds to slog it out in the Middle East, until one day I read about a woman who was arrested for driving a car in Saudi Arabia. She was to be punished by being stoned to death.

That settled it for me.

The next day, we headed down to the Chinese Consulate to apply for visas.

Continued on page 22



I had always resisted going to China. I imagined it to be overcrowded, noisy, and polluted with little regard for the environment or human rights.

I had formed definite ideas about China, having studied Chinese philosophy, art and history, and frequented the shops and restaurants in Vancouver's Chinatown. I had thought that the philosophy of Lao Tzu and Confucius permeated all levels of Chinese culture and was so much better than linear Western thought. Chinese medicine was better than Western medicine, as it treated the underlying cause rather than just symptoms of a disease. Chinese diet was healthier. I had thought that the revolution had created a society of equality on a grand scale; there were no longer hungry or starving people in China.

I was wrong about almost everything.

The Chinese students we met, from our experience, were the best in the world: polite, considerate and loving. While adept at copying and learning by rote, however, it was difficult for them to create new inventions. Our task was to teach them creative and critical thought. With that goal in mind, I was given the unique opportunity to teach two passions of my

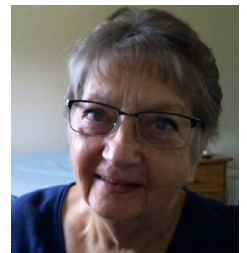
life: Creative Writing and Drama. My final semester was spent teaching "The Sound of Music" to over two hundred students. I can think of no better way to exit a career I had come to love.

Unfortunately, our ages forced us to take an early retirement from the best years of our lives. Our only regret is that we didn't start soon enough.

It is my hope that the stories, memories, and information in *Out of Poverty: Living and Teaching in Asia* can act as a guide to those who travel after us or enjoyment to those who have had similar experiences.

Copies of the book are available in e-book format from *Kindle*, *Kobo*, and *Nook*, and hard copies can be purchased from *Amazon*, *Chapters Indigo*, and *Barnes & Noble*. Prices and shipping costs/times vary.

Judy Smith, R.N., BFA, is the author of *Native Blood: Nursing on the Reservation* (Oberon Press, 1994) and of numerous short stories, prose, and poetry in Canadian literary magazines. She is retired and lives with her husband in Castlegar, B.C.



The Butterfly Emerges: The Farashah Communication Cards Project

by Karen Rauser

Sitting in a hospital bed last November, I found myself wondering what I could do to help with the Syrian refugee crisis. Though I was part of a sponsorship group, my health was going to limit my ability and availability for the usual supports that sponsors give to refugee families (driving for appointments, helping with medical, accessing community supports). So I thought about the skills that I had that I *could* offer from my little chrysalis.

As a linguist and an English language teacher, addressing the language gap seemed to me to be the best fit. After our sponsorship group leader sent out some useful Arabic phrases, I thought (like any good language teacher): Flashcards! I had visions at first of



sitting in my hospital bed and writing up flash cards with English on one side and Arabic on the other, so that they could be used for both the sponsorship group and the families in communication situations. When I realized that we would need more than a couple of sets of these cards, and that the scope of the project could be bigger than I alone could handle, I turned to some fellow linguists for help.

Fortunately, I connected with a former Teaching English as a Second Language (TESL) student, as well as a linguist and English language teaching colleague, Heidi Smith, who helped to turn this initial idea into a high quality set of communication cards. With her help, the project officially became the Farashah Communication Cards project. *Farashah* means butterfly in Arabic, and while it started as a personal metaphor for me and a symbol of the unfolding project, it can also be applied to the scary, emerging, and transformative nature of the experience of a newcomer.

At the beginning of the project, Heidi worked to consult with linguists at UBC Okanagan, community groups, and Arabic speakers from a few different dialects, while networking to invite illustrators and designers to help with the cards. She designed the template for the cards, and figured out a unique pronunciation guide to help with both the English and the Arabic sides of the cards. After a successful Kickstarter campaign, where we raised almost \$2000, we printed and distributed beta versions of the cards. This gave us valuable feedback about new phrases and corrections which were incorporated into the final version of the Basic Set. We've been fortunate to have our project highlighted on CBC radio (audioboom.com/boos/4162709-language-connection) and in our local news media, and have printed and distributed over 100 sets of cards. We have also noticed a significant demand for the cards in communities where there are not a lot of Arabic speakers available for translation services.

It was important to us to create a *communication* tool, not simply a language learning tool (though it is being used in this way as well). English speakers trying to use Arabic can actually show the Arabic speakers what

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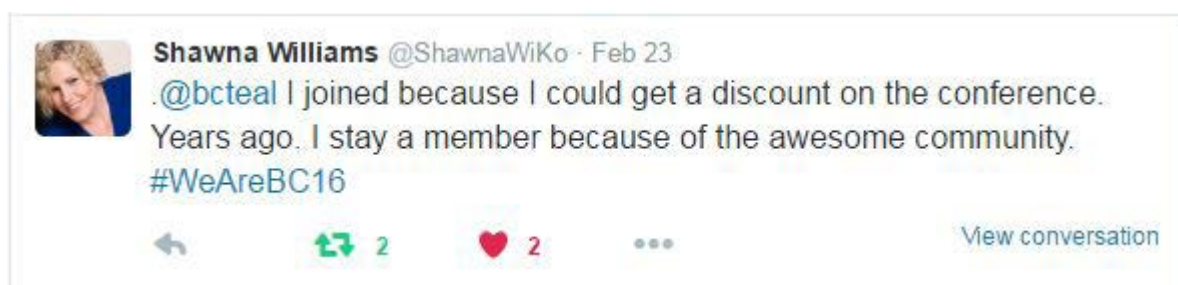
they are trying to say in their language and Arabic speakers can do the same thing in a communication situation. In addition, the cards provide opportunity for English speakers to empathize with Arabic speakers and to show real openheartedness in their welcome through learning basic greetings in Arabic. I have been so touched to observe the delight in Arabic speakers as English speakers struggle to pronounce words in their language; almost every time, laughter is a big part of the communication event!

Currently, Heidi is now working on coordinating audio recordings for each card in English and in Arabic. She is also leading the newest phase of the project, to create a set specifically designed for mental health professionals who may be helping refugee families through trauma. Future plans include expansion sets for education, healthcare, around town, and a Canadiana set (a fun set which will highlight phrases for things like hockey, Canadian holidays, slang, and orders for Tim Horton's). As the opportunity arises, we also plan to possibly branch into other languages, especially for the purposes of language revitalization of indigenous languages in Canada. If you would like to help or be a part of the metamorphosis of this project, please visit the website (www.butterflycommunication.org) or contact me at butterflycommunicationcards@gmail.com.



Heidi Smith and Karen Rauser holding a set of Farashah Communication Cards

Karen Rauser has been an English language teacher for almost 20 years and an enthusiastic supporter of BC TEAL for most of that time. For more information on the project, you can visit her website at www.butterflycommunication.org.



My Experience with the Syrian Refugees Landing in the Okanagan Valley



by Raafa Abdulla

I have been very fortunate to volunteer with three organizations (Kelowna Islamic Center, Mission Creek Alliance church, and St Pius X Church Refugee Committee) sponsoring six Syrian families. My experience was eye-opening, full of excitement and new challenges every day. Every sponsoring group took their role very seriously. They spent hours discussing and preparing a new life for the Syrian families. Some of them even asked me to contact the families while they were in Beirut, Lebanon and then they tracked the flights until their arrival in Kelowna, BC. I couldn't believe the number of people who were willing to dedicate their time and money to help strangers. Everyone was treating the newcomers as his or her own family. I have been asked several times to talk about Syrian culture, food, and social traditions; everyone wanted to know how to approach the families faster. In return, once the Syrians settled, they were eager to learn about Canadian culture. I was very thrilled to feel as a bridge connecting two cultures.

Settling the new Syrian families could have been a challenge. However, most organizations were very successful, and the process was smooth. Many have divided their committee members into four groups: planning, transportation, education, and health. The planning group sets weekly plans—at least for the first month—and they look after the family's needs. They also connect interpreters with the other groups. In the first two weeks, Syrian families are required to be in different places; they have to fill out some governmental papers (child tax benefit, provincial health insurance, etc.), open new bank accounts and register into English classes. Therefore, the transportation group is highly in demand during these days. The education group helped registering the parents into adult English classes and their kids into BC public schools. As more families arrived, many adult English classes were full and couldn't accept

new students immediately. As a result, some of the committee members became private English tutors until the public English classes became available. Some groups opened their own English classrooms. For example, the Kelowna Islamic Center is running classes every day to teach English and Canadian culture to Syrian mothers. Finally, the health group, most likely led by someone who has a medical/science background, is responsible for registering the family with a family doctor and looking after any family health issues.

I found every committee member and every volunteer to be very happy and excited to help the Syrian refugees. Everyone works with a smile and everyone knows what to do. Many groups in the community offered lots of free or reduced price services and items; such as motels, dental centres, and thrift stores.

Finally, I have noticed two main issues while working as a volunteer. First, the settlement process was much easier with fully (or partially) privately-sponsored refugees as compared to fully governmental-sponsored refugees. Even though the later group are financially secured, they don't have specific people helping them. These families need to be assisted by the whole community. Some people have started creating Facebook pages to offer services or offer donations. The main issue is the communication between the two groups. All the services are offered in English and most Syrians can only speak Arabic. Another challenge is with the school English as an Additional Language (EAL) system. Most schools are prepared to accept EAL students who have some English skills. However, most of the Syrian students have no English skills and they are required to be taught the very beginning levels. In general, they learn very quickly and they show a high enthusiasm for learning. They are very motivated and willing to integrate and create more friends.

Continued on page 26

To sum up, this is some of my experience with the new Syrian families. I have been pleasantly astonished with the help and effort that the Okanagan Valley community provides to families who suffered from the war in Syria. One Syrian father once told me that Canada not only gave him a place to live but also granted him a new life. He said that he was dead and now (in Canada) he is alive again.

I am very thankful and I appreciate all the hard work that everyone is doing to help Syrians refugees. This experience makes me meet not only new people but also new real friends.

Raafa Abdulla holds an honours degree in medical biochemistry from the University of British Columbia. Currently, she is a teacher candidate at Rutland Senior School, Kelowna, BC. She has volunteered as an English-Arabic interpreter with several organization sponsoring new Syrian refugees, and she has also helped some Syrian children integrating into the BC school system.



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Opportunities to network with other EAL professionals from around BC through our online Community Area

Support of important initiatives such as the BC TEAL Refugee Project

Access to funding for collaborative, inquiry-based research through the Inquiry Groups initiative

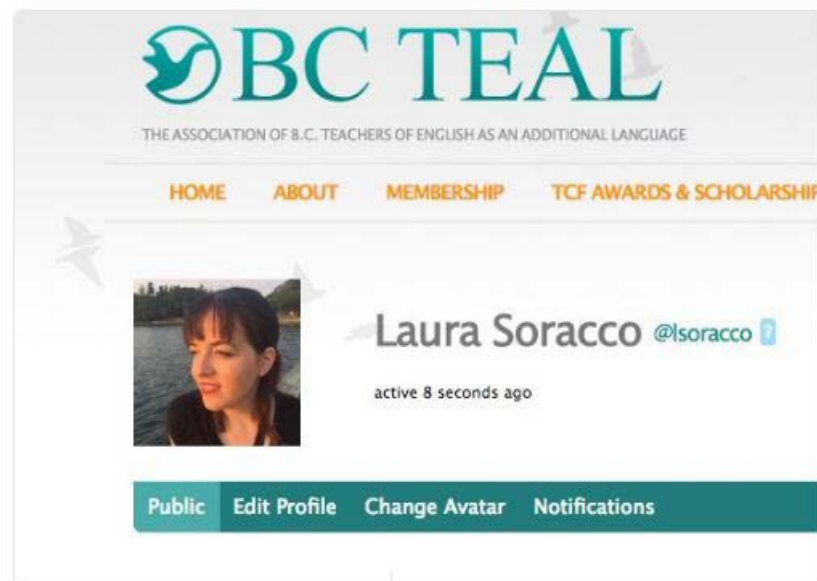
For more information on joining, check out our website's membership page:

<http://www.bctéal.org/membership/>



Laura Adele Soracco @LauraSoracco · Apr 30

Followed @tesolmatthew & joined @bctéal - newsletter & PD sessions :D Much love for what you all do! #WeAreBC16



Call for Submissions

BC TEAL Newsletter and BC TEAL Journal



BC TEAL NEWSLETTER

The deadline for submissions to the next issue of the BC TEAL Newsletter is August 1, 2016, with publication in early October. The theme for the fall issue is “Welcoming.” Please contact the editor, Scott Douglas, with your submission ideas: editor@bctéal.org.

BC TEAL JOURNAL

The BC TEAL Journal is the peer-reviewed scholarly publication of BC TEAL. It exists to promote scholarship related to the teaching and learning of English as an Additional Language in British Columbia, with articles explicitly reflecting the various contexts and settings of the BC TEAL membership. The journal is freely available as an open access publication, and BC TEAL members are encouraged to register as reviewers, authors, and readers on the journal website (<http://ejournals.ok.ubc.ca/index.php/BCTJ>).

The BC TEAL Journal invites the submission of original previously unpublished contributions, such as research articles or theoretical analysis, classroom practice, and opinion essays, from all sectors and experience levels represented by the BC TEAL membership. Research type articles should be no more than 7,000 words, plus references. Theoretical analysis, classroom practice, and opinion essays should be no more than 3,500 words, plus references. Manuscripts are accepted on an ongoing basis throughout the year, with papers that have completed the review and editing process being published as they are ready. Articles are gathered into a single issue over the course of one calendar year. Please refer to the BC TEAL Journal website (<http://ejournals.ok.ubc.ca/index.php/BCTJ>) for more information on the submission process.