

THE ASSOCIATION OF BRITISH COLUMBIA TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Reaching Out with

Technology

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Publication:

The BC TEAL newsletter is available through membership in BC TEAL, open access on the website, and by special arrangement. It is published three times a year in winter, spring, and fall. Contact the editor for specific deadlines.

Contributors:

We welcome articles of general interest to associated members. All material is submitted to the editorial board before being approved for publication.

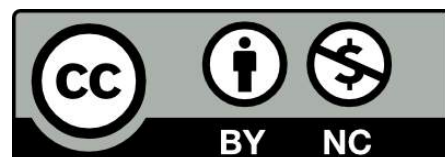
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Reaching Out with Technology

by Joe Dobson

THIS month's newsletter theme resonates with me in many ways. Technology and the innumerable innovations we have witnessed just in the past decade have dramatically changed how we reach out and communicate.

In the language class, technology has always had a place. Pencils, whiteboards, cassette tapes, online exercises and much more evidence how we have relied on it. Over time, we begin to take particular technologies for granted—they become part of the landscape.

Digital technology in the language class can promote communication, provide near instant formative (and summative) assessment, synchronous and asynchronous ways for students to connect, share, and explore language.

Like so many things, digital technologies have positive and negative dimensions. I'm often reminded of MIT's Sherry Turkle and her cautions in the book *Alone Together: Why We Expect More from Technology and Less from Each Other*. In this book, Sherry explores many questions, notably those around our relationships with technology and how it can impact our relationships with others. We've all seen families or groups sitting in a restaurant together each glued to their device and thus to use Sherry's words, they are "alone together".

For BC TEAL, technology itself has the ability to help bridge distances, foster relationships and make opportunities accessible. The webinars we offer are an excellent example of this—members around the province and beyond can participate and interact with presenters and colleagues in those virtual shared spaces. I think that the same applies for our students—used judiciously, learning technology can provide intriguing and novel ways to extend the classroom. However, it cannot take the place of human interaction and is one piece in a student's learning journey.

This fall, BC TEAL, as always, is full of activities and events. These include professional development sessions, regional events, webinars, ever-present dialogue and sharing on social media (we have robust Twitter and Facebook accounts).

Not to be missed is this year's Tears to Smiles event which will take place on Friday, November 17. These inspiring events raise funds for the TEAL Charitable Foundation's Refugee Awards—awards that are needed more than ever in this complex world. If you haven't attended one of these before, I strongly encourage you to, you won't be disappointed. On November 18, we invite you to join us at the Lower Mainland Regional Conference which is shaping up to be an outstanding event.

As always, I would like to note that the many accomplishments of TEAL are first and foremost from the efforts of an incredible number of volunteers on the board, on committees and at events all who are supported by our highly capable and passionate staff.

Sincerely,
Joe Dobson
President, BC TEAL



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

Join BC TEAL, and become a member of BC's EAL professional community.

As a BC TEAL member, you can enjoy reduced rates at the annual conference, regional conferences, and professional development workshops. You are eligible to apply for the many TEAL Charitable Foundation awards and scholarships. And, you can connect with a network of like-minded colleagues across the province.

BC TEAL Membership costs less than \$50 per year, and there are discounts for students, the unemployed, retirees, and BC TESOL (BCTF K-12) members.

Visit bctéal.org/membership to learn about the many benefits and to join.

BC TEAL 50th Year Fall Reflection

by Brenda Lohrenz

BC TEAL welcomes you to the 2017 fall issue of our newsletter. As we round off our 50th year, the BC TEAL Board continues to reflect on where we've been and where we are heading. Our recent member survey acknowledged that we are on the right track, but also provided reminders of where we can fine-tune. In the past year, with your feedback as our jumping off point, we introduced multi-year membership options, increased our webinar offerings, embarked on a mentoring pilot, and are in the midst of building a new website that is mobile device friendly.

and regions of the province to come together and clarify what we stand for and how we will place our priorities. Words that rose to the surface included *professionalism, strong and well-recognized community, support of excellence, elevating English language education, raising awareness*, etc. Our vision/mission statements are currently in draft form, but stay tuned for an unveiling in the coming months.

We value your insights and skills, and look forward to learning and growing with you. Should you at some point want to join



the BC TEAL Board of Directors at their September retreat in Vancouver

Our professional development committee is very active and remains a key element of the value-added options provided to BC TEAL members. Our recent focus has been the upcoming November 18th Lower Mainland Conference 'Rethinking Communication: Trends, Tools and Strategies', and we are really looking forward to learning more about the way social media is transforming communication and our students' experience of language. Of note, during this—our anniversary year—BC TEAL produced a 5 video snapshot of 'who we are and what we do as EAL professionals' in BC. Many of you will have seen our [conference video](#) sneak preview on social media. Be sure to join us at our upcoming Lower Mainland conference on November 18th for BC TEAL's multi-video launch!

Further reflection was highlighted at our September Board of Directors retreat which focused on articulating new vision and mission statements for BC TEAL. The vision and mission is considered the 'heartbeat' of a non-profit organization. It is no small task for 16 individuals from various EAL backgrounds

our board of directors and contribute further to discussions and activities happening behind the scenes, there will be a call for interest closer to our spring conference and AGM. To that end, be sure to reserve May 3-5, 2018 at UBC Vantage College for our exciting annual conference themed 'Space and Pedagogy' featuring a pre-conference symposium hosted by TESOL International Association.

In the meantime, BC TEAL is honored to work alongside you to support and enrich your professional EAL journey!



Brenda Lohrenz is the Executive Director of BC TEAL. As the former Executive Director of LISTN, she has been active in coordinating provincial and national forums related to settlement language programming and policy.

New Beginnings

by Natalia Balyasnikova

LET me introduce myself: I am Natalia Balyasnikova, the incoming editor of *TEAL News*. I grew up in a house where every day started with a newspaper (and monthly magazines were read by the whole family). From a very young age I formed a deep respect for people who contribute their time and talents to creating meaningful and captivating stories. As a newcomer to Canada and a newly-admitted member of BC TEAL, I parsed every issue of *TEAL News* with ever-growing admiration for the work done by my colleagues. I am extremely thankful for the opportunity to bring my vision to *TEAL News*, while staying true to its main goal: to shine a bright light on the work done by and for the teachers of English as an additional language in British Columbia. I couldn't be more excited to embark on this journey with all of you! I want to say thank you to Scott Roy Douglas and Shawna Williams for supporting me in production of this issue and to all the contributors for sharing their work with us.

In line with the theme of this issue—Reaching Out with Technology—I am happy to announce that, starting this fall, selected articles from *TEAL News* will be shared online via [BC TEAL's Blog](#) and social media accounts. Soon, our content will be accessible in print, on your computers *and* on mobile devices! We are, indeed, reaching out with technology and hope to form new connections in the digital spaces. Our desire to seek new venues for *TEAL News* is simple. No matter whether you find this newsletter in print in the teacher's lounge or on a mobile device during your daily commute, we hope that you find teaching ideas, reflections and news from our Board to be meaningful and relevant for your life and work.

Now let me tell you about this issue of *TEAL News*. As the theme of the issue suggests, there are several articles dedicated to the use of technology in language classrooms. Edward Pye, one of our longstanding contributors, shares a “technology-infused task-based” classroom idea that will keep your students engaged while learning new vocabulary. Echoing Edward's ideas, Liza Navarro presents an overview of three online tools that she found useful in her own practice.

Taking inspiration from the Summer issue, this issue also features an interview with one of BC TEAL's 50 at 50, Dr. Bonny Norton. Famous for her ground-breaking work on the role of identity in language learning, Dr. Norton reflects on the challenges and opportunities introduced by technology into our profession. As an example of their latest innovative project that bridges various communities with technology, read about the Storybooks Canada project in an article following Dr. Norton's interview.

Our members are always learning and creating innovative projects for the benefit of language learners. BC TEAL is proud to support these innovations and showcase our members' work. This time, we feature Cristina Peralejo's reflections on multi-sensory structured language education and Tara Stewart's report on TALK program that supports young mothers learning the English language. We are also always happy to provide further support for those who want to take their work to new heights. In this issue, for example, Scott Roy Douglas lays out the steps for turning your work into a scholarly publication. Another notable article that celebrates BC TEAL's achievements is Shawna Williams' recollection of our Annual Conference and Anniversary Carnival. I hope reading this article will bring back warm memories of the outstanding event.

As I finish this letter, I think back on my first days at BC TEAL and my heart fills with gratitude for the support of this community. *TEAL News* is a space where the many voices of this community are amplified, and I am thankful for the honour of learning and growing with all of you.



Natalia Balyasnikova is a PhD Candidate in TESL and a sessional instructor at the University of British Columbia.



This edition and past issues of *TEAL News*, can be found online at **bctéal.org/publications**.

TALK—Beginner Literacy Tutoring Program

by Tara Stewart

TALK is a two-part beginner literacy initiative. It provides basic literacy tutor training workshops and also supports the tutors and students at the community based ESL program. TALK is carried out by Tara Stewart, Maureen Stephens, and our dedicated tutors. Talk is sponsored by The Parkinson Recreation Centre, Okanagan Regional Library, ORCA and the TEAL Charitable Foundation.

first so they could seek employment. However, this left many of the young women/mothers home with their children and not able to access language services.

Many of the young women needed to spend more time developing basic literacy skills to function day to day and before they could feel confident moving into any classroom setting.



Maureen Stephens teaching the workshop series



Maureen Stephens teaching the workshop series

Basic Literacy ESL Initiative

The initiative to start the TALK (Tutors of Adult ESL Literacy Kelowna) Special Language Project began in September 2016 in response to the increased need for the most basic literacy skills amongst many of our new Syrian refugees. As a teacher working within our community ESL program, and also in a summer refugee language program in Kelowna, I saw many of our new refugees seeking alternative language services for a variety of reasons. It was evident that we needed to come up with a different kind of service that would meet the unique needs of our new and most vulnerable community members.

Identifying The Needs

What was notable in our community was that most men/husbands were able to take advantage of our fabulous LINC services during the day, as they were the priority to learn

Lack of childcare was often the reason they could not access a classroom. Many had tried home based learning but the distractions of the household were impeding the learning process. It was obvious we needed to combine out of home one to one learning with child minding to our young women as they were quickly feeling isolated and left behind in language learning when compared to their husbands and children.

Getting Started

With amazing community support here in Kelowna, I knew we had the interest and the resources to get this project operating quickly. The workshop series was supported by several local community agencies such as Okanagan Regional Library, ORCA (Okanagan Refugee Coalition for Advocacy), LINC, Project Literacy and Kelowna Community Resources.

Continued on next page

**BC TEAL Members are eligible to apply for the many
TCF awards & scholarships.**



TEAL Charitable Foundation

*"Promoting the teaching and learning of
English as an additional language."*

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TALK—Beginner Literacy Tutoring Program *continued*

Okanagan Regional Library provided the training space was provided by and the donation of the TEAL Charitable Foundation covered operating costs. The TEAL Charitable Foundation's Project Funding award was invaluable and instrumental in getting the project off the ground.

The key to getting the project up and running was having Maureen Stephens, past Adult Basic Ed. and literacy coordinator at Okanagan College, come on board to help develop the TALK Tutor Training program. With Maureen's long-time experience in the literacy field and her willingness to volunteer her time and expertise, she was instrumental in putting together a thorough 20-hour literacy tutor training workshop series for our volunteer tutors.



tutors working together

Tutor Training Participants

TALK Special Language Project was launched in March 2017. Seventeen tutors received invaluable training in the most effective and efficient strategies using authentic materials and resources to best reach non-literate ESL students. Many of the volunteer tutors, who attended our workshops, were already part of refugee sponsor groups, or involved in the field of ESL education. The training was a wonderful way of bringing many language providers together to share and to learn how to initiate more effective methods to reach our non-literate students and give them the confidence to excel in a classroom environment.

Community Centre Support

In addition to supporting the launch of TALK, the Project Funding award from the TCF provided us with much needed basic teaching resources for the new community centre beginner literacy ESL tutoring program. This program began at the Parkinson Recreation Centre in April of 2017. With the Recreation Centre providing access to their child minding service, the Beginner Literacy Program now pairs one of our tutors with a refugee mom for English lessons one or two mornings a week. The young women in the program receive 1.5-3 hours a week of private one to one literacy tutoring while their children are safely looked after at the community centre.

Building more than language skills

Initially, the tutoring program was intended to break through some barriers so the young women could learn some basic language skills, but what we are actually seeing is that there are other benefits well beyond that. Many of the young women are certainly becoming more confident with their language skills and are curious to explore what is available to them and their families within their new community. They are trying new activities and finding new interests that they didn't know existed. For example, one of our TALK tutor students has faced a life-long fear and is now learning to swim at the community centre, and others have explored music lessons and sports programs for their family.



tutors working together

Continued Success

TALK has been a great success and will continue to flourish thanks to our dedicated volunteers and of course the determination of our young moms. We hope to continue this program as long as there continues to be a need. This fall, the TALK special project will continue to support the tutors with the Tutor Toolbox Workshops, where lessons and tips and experiences are shared amongst the tutors. The funding provided to TALK through the TEAL Charitable Foundation has served not only in helping to implement language learning, but also to open doors to better community involvement for its newest members.



Tara Stewart is the founder of the TALK Tutor Team which provided literacy based workshops for tutors and continues with community tutoring to low level literacy based learners. Tara became a certified ESL teacher in 2014. She has a background in tutoring in adult basic literacy for 25 years.

SAVE THE DATE

'TEARS to SMILES'



TCF Wine & Cheese Reception and Fundraiser for Refugee Education Friday, November 17th, 2017 at Creekside Community Centre

This year's TCF 'Tears to Smiles' - Wine & Cheese Reception and Fundraiser for refugee education will be held at Creekside Community Centre in the Olympic Village on Friday, November 17, from 7:00 pm to 9:30 pm. Support refugee education by coming with your friends and colleagues to this year's 'Tears to Smiles'.

Tickets are \$35 and include a \$20 tax receipt, wine, cheese and door prizes.

Purchase tickets for this year's 'Tears to Smiles' - Wine & Cheese Reception by contacting the BC TEAL office at admin@bctéal.org or by phoning (604) 736-6330.

Background Information: In 2011, the TEAL Charitable Foundation made a commitment to raise funds for refugees. Refugee families are often unable to financially support their children who wish to study at the post-secondary level. After three years of fundraising and with BC TEAL's financial support, the TCF Refugee Award was established.

The \$100,000 endowment provides for a \$2500 annual award to a young refugee student graduating from secondary school and wishing to study at a post-secondary institution in BC.

In 2014, the TEAL Charitable Foundation committed once again to fundraising a \$100,000 endowment for a second \$2500 annual award for a young refugee wishing to study at a post-secondary institution in BC. The second refugee award will be named the Taiga Galli Memorial Refugee Award in memory of Michael and Yuka Galli's son who passed away at the age of six weeks in October 2013.

For information about the **TEAL Charitable Foundation**, and **BC TEAL** visit www.bctéal.org



TEAL Charitable Foundation

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Word Share Vocab Review

by Edward Pye



Tag Words:	vocabulary, speaking, writing, peer-review
Time:	60+ minutes
Age/Level:	Intermediate+
Numbers:	Any number
Requirements:	Multimedia, Gmail, Students' laptops

WORD SHARE is a technology-infused task-based activity that runs through a number of skills all while focusing on the set vocabulary.

Objectives:

- Learn new vocabulary
- Write accurate sentences using vocabulary
- Teach other students and peer-review their work

Preparation:

- Create a shared Google Document for all the students in the class including the vocab you want to teach and a table for students to write sentences.
- Have students create Gmail accounts; they will need them to edit the document.
- Have students bring their laptops to class.

Steps:

1. **Assign the Vocab** (15 minutes) – Bring up your Google Doc on the multimedia screen so that all the students can see the vocab. Assign 1 word to each student and tell them they must find the meaning of that word, the different forms and some common collocations. Give students 10 minutes to do this.
2. **Share the Vocab** (20 minutes) – Once students are confident they have all the information, have them stand up and go around the room. They must partner with another student and teach them their word and all the information that goes with it. Partners must take note of the info they learn.

Give them about 3 minutes to explain their words and then have them rotate around to another partner. Repeat this another 4 or 5 times.

3. **Write** (15 minutes) – Once students have been taught about 5 words, stop the activity and have students go back to their computers. In the table on the shared google document, have students come up with and type in a sentence that includes all the words they have learned. Alternately, this can be done on the whiteboard.
4. **Peer-Review** (20 minutes) – Have students read another student's sentence and write a revised sentence next to the original. This can be done several times, so that there are multiple revisions of each sentence. Once done, revise the sentences yourself with the class on the multimedia giving feedback as you go. Once this is all done, students will have an easily accessible, lasting document with examples of feedback and accurate use of the vocabulary.
5. **Homework** – Have students find images online to illustrate their vocab or sentences and have them paste them into the document.



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 and EAP instructor on UBC's Okanagan campus and as an EAL instructor at Okanagan College.

The Pathway to Scholarly Peer-Reviewed Publication

by Scott Roy Douglas

WRITING scholarly peer-reviewed articles can be an important source of on-going professional development for people involved in the teaching and learning of English as an additional language (EAL). However, the pathway to publication in a peer-reviewed journal may at times seem daunting and complicated. To overcome this perception, BC TEAL has started the *BC TEAL Journal* to promote scholarship related to EAL teaching and learning in British Columbia, with articles aiming to reflect and connect to the various contexts and settings found in the province. As an open access journal, all articles are freely available to the public, with authors' retaining copyright of their work.

There are eight basic steps to publishing with the *BC TEAL Journal*:

1. Submission

All submissions are done electronically via the journal system website <http://ejournals.ok.ubc.ca/index.php/BCTJ>. Authors begin by registering on the journal website. Once they have registered, authors can review details on how to prepare their manuscript for submission. In particular, the author guidelines explain that submissions must be original previously unpublished contributions, and authors may not submit their paper to another journal at the same time. Author contributions can be full research articles of no more than 7,000 words plus references, or shorter essays of no more than 3,500 words plus references. All manuscripts should be prepared following the guidelines in the *Publication Manual of the American Psychological Association, 6th Edition*, with the exception of using Canadian spelling conventions as per the *Canadian Oxford Dictionary*. Lead authors may only submit one article at a time to the journal for consideration per calendar year.

2. Editorial Review

After submission, all articles undergo editorial review. The editor checks each submission to ensure that it fits the focus and scope of the journal as outlined on the journal website. For example, the editor looks for explicit connections to British Columbia as well as the various EAL teaching and learning contexts of the BC TEAL membership. Articles that meet the focus and scope of the journal move onto the next stage towards publication. Articles that are related to EAL teaching and learning, but are not explicitly connected to British Columbia are returned to authors with suggestions for revisions before being moving onto the next stage. If authors are unfamiliar with the local context, they may withdraw their paper at this stage. Articles that do not fit with any aspect of the journal's focus and scope are typically declined. Editorial review can take up to two weeks to complete.

3. Peer Review

Submissions that meet the focus and scope of the journal are sent out for double-blind peer review by at least two reviewers who are familiar with the various contexts and settings related to EAL teaching and learning in British Columbia. In the double-blind peer review process, the identities of the reviewers and the authors are not shared. All reviewers follow a review form to provide feedback to the authors. Reviewers typically look at aspects such as the interest to BC TEAL members, the originality of the paper, author knowledge of the topic, use of references, the research methods, the theoretical framework, the conclusions and recommendations, the use of APA format, and the quality of the writing. Reviewers often provide specific feedback for revisions that strengthen the paper for publication in the journal. Reviewer decisions include: Accept Submission; Revisions Required; Resubmit for Review; and Decline Submission. The current list of *BC TEAL Journal* reviewers can be found on the journal website. Authors who have had a paper accepted in the journal are also asked to support the publication process by becoming a reviewer for the journal. The peer review process typically takes around six to twelve weeks, depending on the availability of reviewers.

4. Revisions

Once the peer review process is complete, authors are emailed with the reviewers' feedback. Almost all authors are required to carry out revisions based on the reviewers' feedback. The goal is to strengthen the paper for inclusion in the journal. Authors should use track changes and comments in MS Word as they revise their work so that the editorial team can quickly see what revisions have been carried out. At the same time as they are revising their paper, authors should also create a cover letter outlining the revisions that have been carried out based on the reviewers' recommendations. If there are suggested changes that were not addressed, authors are requested to provide a rationale. There may be situations in which not necessarily all of the reviewers' comments and suggestions may be followed. Authors also have the opportunity at this stage to carry out any other revisions that they think might be necessary to strengthen their work. When the revisions are complete, authors then send in their revised papers along with the cover letter outlining the revisions through the online journal system. Papers that were initially accepted with "revisions required" move onto the next stage of the publication process. Papers that were initially accepted as "resubmit for review" are sent out for a second round of peer review. Authors usually have about four weeks to complete their revisions.

Continued on next page

5. Developmental Editing

The next stage of the process involves working with the journal editor to prepare the manuscript for copy editing. Revised papers are reviewed by the editor to ensure that the peer reviewer comments and suggestions have been adequately addressed. The editor also works with the authors to ensure that papers are well written, logical, and organized. Typically, the editor will use the comments function in MS Word to ask questions and to highlight areas for the authors to consider for further revisions related to clarity and precision. Finally, if papers have gone considerably over suggested word limits during the revision process, the editor can help authors with suggested cuts. The developmental editing stage is the last stage in which authors have the opportunity to carry out substantial revisions. Once the authors and the editor are satisfied with the manuscript, it is uploaded to the online journal system. The developmental editing process can take up to four weeks.

6. Copy Editing

Next, manuscripts are further reviewed for clarity, readability, consistency, and accuracy. They are also checked to ensure that the guidelines in the *Publications Manual of the American Psychological Association, 6th Ed.* and Canadian spelling conventions in the *Canadian Oxford Dictionary* have been followed. Sometimes the copy editor may have questions for the authors. Authors may then carry out some minor revisions and submit their revised papers to the online journal system. Copy editing can take around four weeks to complete.

7. Proof Reading

After completing all of the copy edits, the paper is carefully checked over one more time. It is then formatted as it would appear in the journal and saved as a pdf file. This pdf file is the galley proof for the manuscript. Galley proofs are shared with authors via the online journal system. Authors are now asked to proofread their final work for spelling, typographical, referencing, or layout errors. This stage is the last opportunity for authors to correct their work before publication. If any

corrections are required, authors send an email to the editor with the specific page numbers and location for each correction. The editor will then carry out the corrections on the manuscript as per the authors' suggestions. Authors have up to two weeks to do a final check of their paper.

8. Publication

The manuscript is now ready for publication. On receiving final approval from the authors, the final galley proof is created as a pdf file and posted to the online journal system. The *BC TEAL Journal* publishes on an ongoing basis as manuscripts are ready, with articles gathered into a single issue over the course of one calendar year. The current issue of the journal can be found on the journal's homepage. Articles can also be browsed by issue, author, or title. All issues are available on the journal's archives page.

The eight stages above outline the entire process from start to finish for publishing a peer-reviewed article with the *BC TEAL Journal*. While the process may seem long, the goal is to provide a venue for high quality papers that showcases scholarship related to EAL teaching and learning in British Columbia. The journal is the work of many volunteers, and a valuable source of knowledge for BC TEAL's membership. Authors interested in scholarly writing are encouraged to check out the journal website and contact the editor if they have any questions.



Scott Roy Douglas is the editor of the BC TEAL Journal. He is also an assistant professor in the Faculty of Education on UBC's Okanagan campus where he explores English as an additional language teaching and learning.

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GRADUATE
STUDIES

BC TEAL 2017 Conference and Anniversary Carnival!

by Shawna Williams

FIFTY years is quite the feat, and so BC TEAL took the opportunity of its golden anniversary to celebrate that milestone with aplomb. In recent years, the annual conference has had a celebratory feel, but this year in particular we decided that it would be our main goal, opting for the theme of “Celebration”.

To keep with the festive theme of the year, the conference kicked off with the Anniversary Carnival. Jill Hadfield, a prolific author and scholar, was our Main Attraction. Having come all the way from New Zealand, Dr. Hadfield challenged Carnival attendees to think differently about motivation, imagination, and L2 identity. Following her keynote presentation, attendees were paraded from one end of VCC to the other by the aptly named Carnival Band.

Under the ‘Big Top’, attendees could try their hand at the fishing game, the balloon darts, and the TCF’s ring toss. A multitude of silly photos were taken at the Carnivalizer (a selection accompanies this article). Giggles and guffaws were heard during laughter yoga. Fortunes were proffered by Will Shall. The ‘butcheries of the English language’ were displayed in the Castle of Horrors. Many memories were rekindled in the Retro Room (OHPs! Sound Masters! Cassette Tapes!). Meanwhile, the craft beer kegs were drained dry, and appetites were sated with carnival fare, including cotton candy and popcorn. While there were many sentiments along the lines of “We should have a carnival every year!” perhaps we will wait for



another milestone before recreating the magic of our first ever carnival. Many thanks goes out to everyone who made the Carnival possible and especially to our ‘carnie’ volunteers for keeping the festive spirits high and festivities on track!

While the main conference itself had a necessary tone of professionalism, the celebration theme carried over into the following days. Attendance on Friday was well over 500, and rooms were packed full. Penny Ur of Cambridge University Press, in a wonderful display of her generosity, gave a repeat session of her workshop when the room was filled beyond capacity. The workshop focused on applied teaching tips. Participants shared ideas about organizing group work, teaching a text, giving and correcting homework. On Friday, Andy Curtis inspired—and entertained—the attendees with his plenary talk 50/50: Looking Forward—To an Uncertain Future, not to mention the wayward red ball rolling to his feet. Saturday’s keynote was the aforementioned Penny Ur. What a delight to celebrate our 50th with big names from the EAL world.

We were delighted to partner with Vancouver Community College as our host institution. VCC itself has had a long history of offering EAL programming and has been a strong supporter of BC TEAL over the decades. The event space and new B-building housed most of the conference sessions, while keynotes were

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THE GLOBAL CITIZEN AND NEW TECHNOLOGIES
A TESOL Symposium in Vancouver, Canada

3 May 2018
The University of British Columbia, Vantage College








held in the auditorium in the older A-building, adding to the retro vibe.

Sessions were well attended, colleagues from across the province met and mingled and got caught up. The celebration dinner was catered by Tayybeh—‘a celebration of Syrian cuisine’ is their tagline, and a fitting one at that—a group of Syrian woman whose amazing food and stories were the perfect fit for a crowd of language teachers. The PechaKucha was again a major highlight. The meeting of many of our 50 at 50 was inspiring. And there were two recipients of the BC TEAL lifetime contributor award: I was humbled to be presented this award alongside Michael Galli. The celebration wrapped up with scrumptious anniversary cake and a performance by a group of LINC students from VCC, reminding us why EAL teachers do the work we do.

Preparations are now underway for the 50th Annual Conference (while 2017 marks our 50th anniversary, it was the 49th annual conference), and I suspect that some of the celebration will carry over to this event, which will be co-hosted by UBC’s Vantage College and will feature a day-long symposium from TESOL International Association.



Shawna Williams was recently awarded the BC TEAL Lifetime Contributor Award. She has served on the BC TEAL board for many years, and was conference co-chair for BC TEAL’s 50th Anniversary Conference and Carnival.



A Conversation with Dr. Bonny Norton

by Natalia Balyasnikova



BC TEAL sat down with Dr. Bonny Norton, one of BC TEAL's 50 at 50, to discuss current issues in language teaching and learning. Dr. Norton is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education at UBC, and a Fellow of the Royal Society of Canada. Her extensive publications and research focus on identity and language learning, critical literacy, and international development. More information about Dr. Norton's research can be found at <http://faculty.educ.ubc.ca/norton>.

Thank you for agreeing to talk with us today. The first question we have is what brought you and inspired you to do the work in the field of language education?

I was born in South Africa, which is a multilingual country, but I was aware at a young age that some languages were considered more powerful than others. Because of this, I became interested in learning how language can be used to promote democracy, rather than perpetuate inequality.

I started my profession as a high school teacher, and then proceeded to more advanced degrees in applied linguistics and sociolinguistics. I was very interested in language as a social practice, and the

ways in which identities get constructed through different language practices.

I've been very privileged to be an academic, because I have been able to pursue the questions I am passionate about. The connection between theory and practice is very important to me, and the link between them is often research. How does practice inform theory and how does theory inform practice?

And speaking more locally, how did you start your journey with BC TEAL?

Wherever I go, I like to connect locally, because this is where I live and these are the people I see on a day-to-day basis. It also provides another research site for my work. When I did my PhD degree in Toronto and lived in the Toronto area, I did research in that context. It was very interesting and rewarding. When I came to BC, I thought: "What are the local issues I need to address and in what ways is British Columbia different from Ontario?" I immediately got involved in the BC TEAL organization, because this is where ideas are debated, where work gets done, where research findings are shared. I've been an active member of BC TEAL ever since I arrived in British Columbia, which was over twenty years ago.

This year you were named among BC TEAL's 50 at 50. What does it mean for you to have this distinction?

I am greatly honoured to be recognized that way. I was at the ceremony when we were all recognized, and it was wonderful to be part of a group of colleagues that I respect so much. It was a privilege to see that my work has had some impact locally, as one of my goals is to work both globally and locally.

You have been in the profession for many years. How have you seen the field change over this time?

It has certainly grown enormously. Applied linguistics as a field is 30-40 years old, and I was in the second generation, learning from those who had established the field. The field of applied linguistics and language learning has multiple dimensions, which can be seen partly through the increasing diversity of academic journals, and the growth of impact of these journals.

Because English is a very important part of our world, it raises many questions for educators: What does it mean for practice, for policy, for local languages?

The theme of this issue is Reaching Out with Technology. How do you see the connection between technology and language learning?

As technology became more powerful, one of my first tasks as a professor was to develop my own website, which has many resources. Having my work on a website makes access much easier for many students, particularly in poorly resourced communities. Thus technology can be very powerful in democratizing information flows. In 2006 I also helped set up the Africa Research Network on Applied Linguistics and Literacy, to ensure that people in more remote parts of the world are part of our global professional conversation.

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Through technology we can make language more accessible, and we can use digital systems so that people can learn languages by reading, by listening, and through other multi-modal means. At the same time—if you look at the work of Ron Darvin—we have to ask who is not part of this conversation? We need to be cautious about embracing technology unthinkingly. We need to understand what innovations works best, what some of the downsides are, and how we can use technology for democratic purposes.

Speaking of that, what are some of the challenges and opportunities in using technology for language learning or with language learners?

Well, this is where research comes in. You go into classrooms and schools, you go into families and community centres, and you see how people are using technology. You need resources in many parts of Africa that many people take for granted in wealthy regions of the world. However, even in poorly resourced parts of the world, the cellphone is ubiquitous. As a result, many of our projects are geared towards the use of the cellphone, such as our Storybooks Canada project. That's the beauty of technology: we can promote multilingualism and mother tongue maintenance by having open access stories in English, French, and home languages. We are only limited by our imagination.

How do you think the practice of language teaching is going to change with the increase of technology?

One exciting feature of technology is that computers are very patient; you can repeat the same exercise until you are confident of your understanding. For example, with Storybooks Canada, if children don't understand the story the first time, they can listen to it again, reflect on the illustrations, and discuss it with friends. This process is very learner-centred, and can help children pace themselves. Teachers have limited time, so they can refer students to websites and materials for self-directed learning.

At the same time, the human connection is always important and language is central to this connection. Even though we have technology, we still want to have human interaction as well. People want to be able to feel comfortable in the classroom, to go to a store and use the language. While the human element will always be there, technology is entering those conversations in multiple and diverse ways. In fact, people are saying that knowing how to use technology is now a human right. We help our learners by teaching them language through technology. As the world changes, we must keep up with that changing world.

In your opinion, what is the most important thing to remember, while working with language learners?

At some level it depends on what age you are working with; you can have one type of conversation with a child and another with an adult. Sometimes adults feel infantilized in our language classrooms. We must always remember that while a language learner's English might be limited, they have a wealth of knowledge in their mother tongues. We need to value our learners as people who have complex identities, histories, and talents that go beyond the identity of the language learner.

In many ways, children have different needs. I try to encourage teachers to consider the talents of children beyond language proficiency, and to help other children recognize the multiple talents that language learners have. Children need to see that their peers are not just language learners; they are also musicians, artists, swimmers, and soccer players, with extensive knowledge of their mother tongue. This will help language learners connect with others, build relationships, and improve their language learning.

We would like to conclude with your advice to those just starting their teaching journeys. What would you say to them?

Good language teachers are also good teachers. Language learners need to learn language as a linguistic system—the formal structures of the language—but they also need to understand language as a social practice - how to connect with the wider community. How can teachers expand possibilities for learners to engage more broadly, while learning the language? Teachers can help students develop a wide range of identities inside and outside the classroom. I often talk about language learners being ethnographers of their communities who can bring their observations and questions back to the classroom. If students see themselves as ethnographers and not just language learners, they have more powerful identity positions in the wider community. In a way, teachers are cultural brokers between their students and the social world, and are ideally placed to help students make connections between the classroom, the home, and the community.

At the same time, there are many unexpected events in the classroom, and teachers must navigate the unexpected. Flexibility helps teachers find the best fit between pedagogy, curriculum, and the needs of individual students. I've been a teacher for 30 years and I am always learning, trying out new ideas, and continually reassessing my practice. This is what makes teaching such an exciting and rewarding profession. If I have a bad day, I can start again tomorrow!

Storybooks Canada: A Digital Resource for Multilingual Education

By Espen Stranger-Johannessen and Bonny Norton



ACCORDING to the 2016 Census, more than 7 million Canadians speak a language other than English or French as a mother tongue. To help children learn English (or French) as well as maintain the home language, a UBC team in the

Department of Language and Literacy Education has developed Storybooks Canada (www.storybookscanada.ca). This website has been designed specifically for teachers and parents, making 40 stories from the African Storybook (www.africanstorybook.org) freely available in the major immigrant and refugee languages of Canada, as well as English and French. What is unique about Storybooks Canada is that it not only offers children's stories in many languages, but interlinks these stories so that the user can easily switch between English and one of the 13 other available languages. In this way, a class can read a story in English, and individual students can check the translation of the story in their first language, page by page.

Furthermore, since many ESL students, particularly children, do not fully master the written form of their mother tongue, Storybooks Canada provides recordings of most languages (others are coming). This feature allows users to comprehend the meaning of the story, page by page, even if they can't read the text in their own language. Users can therefore read or listen to a story in English, and then refer to the text or audio recording in a familiar language to understand individual words or the meaning of a given passage. This is particularly helpful for students with limited understanding of English, since teachers often struggle to explain words and expressions and are seldom able to draw on the students' home languages as a resource. By bringing students' own languages into the classroom, Storybooks Canada also helps teachers value and acknowledge the languages that students speak at home.

Background

The stories come from the African Storybook initiative (www.africanstorybook.org), which was created by the South African organization Saide to address the shortage of literacy materials in African languages. Since their stories are released under Creative Commons licences, the Storybooks Canada team started translating the stories into other languages, using the tools developed by team member Liam Doherty in the Global African Storybook (www.global-asp.github.io). We invited volunteers to translate stories into Mandarin, Persian, Norwegian, and other languages, and also recorded some of these stories. We soon realized the potential of these translated stories, and with funding from UBC's Language Sciences Initiative (www.languagesciences.ubc.ca) and a UBC Research Cluster Grant, we could pay honoraria for additional translations and recordings, which are still ongoing. Darshan Soni, a computer engineer and team member, has primary responsibility for website development.

We selected the 40 stories out of several hundred from the African Storybook, and sought to create a collection of stories of different lengths that balance the African origin of the stories with internationally relevant themes. There are traditional animal fables as well as contemporary stories about city life. Some stories cover serious topics like responsibility and gender equality. Others are just written to make you laugh. Our hope is that the universal values reflected in the stories will resonate with children across Canada.

The selection of languages is representative of the most widely spoken languages in Canada according to Statistics Canada. We have also included the main African languages spoken in Canada, in part because the stories are of African origin, and in part because Canadians who speak African languages have fewer resources available to them than speakers of many other languages.

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في يوم من الأيام، قرر نيام أن يعطي وعاء الحكمة
إلى أنانسي. في كل مرة كان أنانسي ينظر في وعاء
الفخار، كان يتعلم شيئاً جديداً. كان أمراً مثيراً!

↑	← previous page
↓	← next page
🔊	← audio
en	← change to English
fr	← change to French

Sample of a story in Arabic



Home About us How to use this website Contact us

Storybooks Canada

Change language

Change level

Storybooks Canada is designed specifically for teachers and parents and makes 40 stories from the African Storybook available with text and audio in English and French, as well as the major immigrant and refugee languages of Canada.



I like to read!

Level 1



Counting animals

Level 1



Feelings

Level 1

The Storybooks Canada website

While Storybooks Canada focuses on immigrant and refugee languages, it is important to acknowledge and support the many Indigenous languages of Canada as well. There are several websites that offer Indigenous stories. Little Cree Books (www.littlecreebooks.com) contains books in Cree, while the South Slave Divisional Education Council (www.ssdec.nt.ca/ablang/ablanguage/aboriginallanguages.html) has stories and other resources in Chipewyan, Cree, and Slavey. Math Catcher (www.mathcatcher.irmacs.sfu.ca) has mathematics stories in English and several Indigenous languages. Indigenous and Northern Affairs Canada (www.aadnc-aandc.gc.ca) has several stories in English, some with audio recordings.

Experience so far and the way forward

The Storybooks Canada website recently went live, and we are eagerly looking forward to reports from teachers and others on the use of these stories in Canadian classrooms and homes. Preliminary responses have been very positive. The mobile and tablet friendly website is popular with young children, who can swipe and click on the buttons themselves.

Identifying connections between the stories and the new BC Curriculum is central to the next stage of the project, and we will seek additional funding to promote collaboration with teachers, parents, and policymakers interested in using the Storybooks Canada website. Revisions and updates to the website will be made in response to findings from our research. Storybooks Canada provides much needed resources for migrants and new refugees, including those from Syria. More

broadly, it encourages gradual change in the direction of global communication (e.g., from North-South to South-North), while supporting both English/French literacy and mother tongue maintenance in Canadian communities. We are excited to provide teachers and parents with a resource that promotes English language learning while at the same time supporting heritage language maintenance. We hope Storybooks Canada will be of interest to BC TEAL's members, and that you will share your thoughts and experiences with us.



Espen Stranger-Johannessen is a PhD candidate in the Department of Language and Literacy Education, UBC, under the supervision of Prof. Bonny Norton. He is the project manager for Storybooks Canada. His research interests include teacher identity, open educational resources, and the African Storybook.



Bonny Norton, FRSC, is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education, UBC. She is the research lead for Storybooks Canada and advisor for the African Storybook. Her research focuses on identity and language learning, critical literacy, and international development.

Online Tools for the Language Classroom

by Liza Navarro

ASSESSING and integrating digital technologies has been an ongoing challenge for educators around the world. Although recently curricula have begun requiring instructors to incorporate technology in the classroom, instructors face many challenges in meeting these requirements including time constraints, lack of knowledge and lack of resources. As a PhD student and language educator, I have been interested in the ways language instructors approach technology and integrate it into their classroom. My interest has led me to several research opportunities involving technology with educators and teacher candidates. For example, this past summer, I had an opportunity to work with groups of language teachers, who were interested in enhancing their practice with technology. Indeed, there are many exciting technological resources available for teachers today. In our workshop we specifically focused on free tools readily available online and easily accessible.

Among the various online tools available, Google Street View, Google Expeditions and Kahoot! were favored the most by language teachers participating in my workshops. Each resource offered a different aspect and opportunity for instructors to tie technology, language and culture into the classroom. In this article, I would like to share some of these tools with the readers of *TEAL News*.

Virtual Reality with Google

Recently, virtual reality (VR) has become a trending phenomenon in North America, and Google—being a major trendsetter—has honed VR possibilities within the classroom. With Google Street View and Google Expeditions language instructors can take their students on virtual field trips to different places around the world for free.

Google Street View allows users such as instructors and students to input a location and then select from any 360 image they wish to explore. For example, if a language instructor wished to take her students to the Louvre, she could do so with the click of a button. In addition, instructors and students can take their own 360 images of specific locations they wish to discuss and share with the class. This visual exchange of places can open the door to discussions on language, community and much more in the language classroom.

Google Expeditions on the other hand provides instructors with more control allowing them to select specific

destinations such as a famous museum, an ancient library or historical ruins. The possibilities are endless. Some teachers might even take their students on an expedition to far away planets in space or to explore the wondrous world of the Atlantic Ocean. Google Expeditions works the following way: once the instructor sets the location, students can tag along and follow their instructor on a virtually guided tour as a group. Instructors also have the option of adding questions or prompts in their language of choice within the tour that students can answer or follow respectively. For example, a language instructor can conduct an entire tour in the target language by devising clues and questions in the language of their choice. Students are thus engaged in a virtual experience within their language of study.



reaching out with technology

VR apps such as Google Street View and Google Expeditions can thus provide language instructors and their students the opportunity to immerse themselves in another country and culture at a low cost while remaining in the classroom. While these apps are free and can be downloaded by anyone to their mobile devices, there is one catch. In order to use Google Street View and Google Expeditions, teachers and/or students must have VR goggles. These goggles can be purchased online or they can be handmade with the purchase of 3D lenses.

Assessment with Kahoot!

While VR applications can provide language students with the opportunity to venture to different parts of the world exposing them to different cultural elements of the target language, other tools can be used to enhance learning practices in the classroom such as assessment. Among them, Kahoot! allows instructors to track their students' progress by providing them with free, fun and interactive online games in real time. Kahoot! was created in 2013 in an effort to enhance game based learning and gained ground in the classroom and beyond. When using Kahoot! instructors can begin by inputting multiple-choice questions in the language of their choice. They can then decide how much time students will be given for each response. Once the questions and time have been selected, instructors can share a link with their students to access the game. Instructors can also create Kahoot! activities to be completed at home, thus finding ways to engage students outside the classroom. Another exciting feature of Kahoot! is that it allows participants from

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bctéal.org

Online Tools for the Language Classroom continued

around the world to play with one another. For example, language instructors located in different parts of the world could collaborate to create a Kahoot! activity for their students to interact with one another. Kahoot! is extremely user friendly and engaging, and in my experience, it works best in classrooms of adolescents and university students who have access to smart phones, tablets or laptops.

Final Thoughts

During my time with various language instructors, they thoroughly enjoyed learning about Google Street View, Google Expeditions and Kahoot!. In addition, they all agreed that they were excellent examples of free online resources that can truly engage their students in the classroom. With the increased presence of technology, it is important that instructors are provided with opportunities to learn about the resources available and how they can integrate them into their teaching

practice. From my own experience, the moments students and language teachers remember the most are those that struck them, those that engaged them and those that provided them with a one of a kind experience. Google Street View, Google Expeditions and Kahoot! do just that by tapping into the possibilities of technology and its important and practical role in the classroom.



Liza Navarro is a PhD student in Language and Literacy Education at UBC Columbia. Liza's interests include developing language teacher resources, intercultural competence, and French language learning. She also collaborates on a range of research projects with teacher candidates and French immersion schools.

EAL Week Save the Dates!

We welcome you to join us in celebrating English as an Additional Language Week (EAL Week).

Below are the events that you can enjoy during the week of November 17-24, 2017.

Friday, November 17th

Tears to Smiles Fundraiser for Refugee Education
Creekside Community Centre

Saturday, November 18th

Lower Mainland Regional Conference
Columbia College, Vancouver

Tuesday, November 21st

LINC Open Space
Douglas College, New Westminster

Wednesday, November 22nd

Fraser Valley Region Networking Event
Clearbrook Library, Abbotsford

Thursday, November 23rd

Ideas to Printed Page Webinar with Ken Beatty
&

Northern Region Networking Social
Tandoori Nation, Prince George

Friday, November 24th

Kootenay Region Event
CBAL, Nelson

&

Vancouver Island Region PD Event
University of Victoria

Saturday, November 25th

Okanagan Region Mini-Conference
Okanagan College, Kelowna

My Experience with Multisensory Structured Language Education

by Cristina Peralejo

IN 2017, BC TEAL awarded me the Nan Poliakoff Memorial Award to pursue my interest in supporting students with special learning differences in adult ELL classrooms. In this article, I would like to share what knowledge I have gained from this experience and how this might inform my teaching practice in the future.

My Interest in Dyslexia

In terms of classroom practice, my interest in dyslexia and special learning differences began in Manchester, England in 2015 when I was fortunate enough to be able to attend the IATEFL conference where a series of workshops on special learning differences in the ESL classroom caught my attention. The first questions the presenter asked us were completely unexpected: “How’s the temperature in the room? How’s the lighting?” She then went on to explain how people with special learning differences may have difficulty focusing in the classroom due to being unable to block out certain sensory stimuli. I immediately recalled my partner, who is dyslexic, explaining how fluorescent lighting in classrooms gave him migraines.

These experiences have naturally made me wonder about those few students I encountered in the classroom who also seemed to perceive the world of literacy through different eyes. They caused me to question if I was perhaps doing a disservice to my students because I had adopted a one-size fits all approach to my teaching of reading and writing. Moreover, some aspects of the ELT practice added to the complexity: How much of their challenges could be attributed to their English skills? And how much to a special learning difference? And most of all, I wondered how I could provide a better education for all the students in my classroom—dyslexic and non-dyslexic alike.

I decided that I wanted to gain more knowledge of this. I knew that I wanted a systematic, proven approach to addressing special learning difficulties in the classroom. For this reason, after receiving the Nan Poliakoff Memorial Award in 2017, I chose to pursue Orton-Gillingham (OG) training in Multi Structured Language Education (MSLE). I would like to take this opportunity to share what knowledge I have gained from this experience and how this might inform my teaching practice in the future.

What is Multi-Sensory Language Education?

The Foundations of MLSE is a 30-hour accredited course that enables educators to gain basic theories of the OG approach and serves as a prerequisite for future OG practitioner training. MSLE is one approach on how to help readers of all ages with language processing issues. It is an approach which relies on all senses—visual, auditory, tactile and kinesthetic—to present and reinforce the target content. Some of the concepts that are

taught are very similar to those taught in the language classroom: phonology, morphology, syllabification, syntax and semantics. Still, others are different: penmanship, orthography and phonological awareness.

One of the most fundamental principles underlying OG training is that of direct individual instruction—educators do not assume that students will learn concepts inferentially; there is a strong emphasis on the systematic teaching of phonics and linguistics. As an EAL professional, this resonated with me. After all, isn’t this the very essence of our jobs? From the very beginning of the course, however, I found myself at a loss. As someone who prides themselves in illuminating unknown concepts to my learners, I realized that when it came to teaching phonics and linguistics, I was still very much in the dark. On our first night, I felt nervous as we were given a test on concepts I had glossed over in a linguistics class once upon a time. There we were, a room full of instructors, scratching our heads over words like digraphs, trigraphs, bound morphemes, graphemes, and breves.

And things did not get much better for me when we hit the section devoted to orthography. Often in my practice, I’ve found myself sitting with a student and weakly making excuses: “Well, English has a lot of exceptions and the rules are very complicated.” In this course, we spent a good couple of hours relearning the basic rules of doubling letters, dropping letters, and changing letters based on grapheme position or sound. Our trainer proved to us over and over again that only 13-15% of the English language is irregular and thus there is only a short list of words that students must commit to memory as orthographic rules do not apply to them.

What did I take away from this experience?

Despite struggling with these unfamiliar linguistic concepts, I appreciated the fact that OG is a pedagogical method suitable not just for dyslexic students, but for all EAL students. I like the idea that by adjusting my approach for teaching I could benefit everyone in my classes by addressing inconsistencies in knowledge of reading and phonics that all EAL students have—providing a baseline for the whole class to build on. For example, I currently teach a reading class where many of my students can recognize words they read, but are very shy to pronounce the words out loud without first listening to their electronic dictionary recite the word for them. What would it be like if I could teach them how to approach the pronunciation of a word like “gender”, so that they could feel confident in trying to pronounce it without the use of electronic aids?

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My Experience with Multisensory Structured Language Education *continued*

As well, I became intrigued by some concepts that I could see being immediately implemented in the EAL classroom. For example, I liked the way that the OG approach emphasizes teaching sounds rather than letters: differentiating the sounds of the English language by separating phonemes /t/, consonant blends /tr/, consonant digraphs /tch/ and vowel digraphs /ou/. This has already had a very positive effect on my classroom as my students are able to directly grasp the connection between sound and spelling. In the spirit of “direct individual instruction”, this approach just makes sense to me.

Lastly, I was happy to walk away with some informal tools that could help me to identify students who are struggling in my classroom. One of them deals with phonological awareness while the other addresses reading fluency. Although these can in no way be used to provide an official diagnosis of dyslexia, they can be useful measures to help me gauge which area a student is struggling in to provide additional support. For instance, in terms of reading fluency, I gain peace of mind knowing that I have a tool which I can use to identify students to officially recommend for further psycho-educational testing—an expensive but worthwhile option if they wish to continue further education in a university setting. Additionally, after using the phonological awareness assessment with several of my students, a pattern emerged of common difficulties for my adult EAL learners, regardless of whether or not they

identified as being dyslexic: syllable segmentation, final sound detection, medial sound detection and phoneme segmentation. This is yet another piece of evidence that highlights how the OG principles would be useful not just for students with learning difficulties, but for all students.

In conclusion, learning the OG approach has made me question many well-established teaching practices and ideas that I had taken for granted. While this has been difficult at times, it has also been invigorating and exciting as I feel that I am empowering my students both with and without special learning differences through knowledge of these rules. While we may assume that they will acquire them naturally, it is not always the case; and in order to support all students in our classroom, it is important for us as teachers to gain more knowledge of concepts that we may have forgotten.



Cristina Peralejo completed her BA in Ateneo de Manila University in the Philippines, and her MEd in TESL at UBC. For 9 years she has been a member of the ELI team where she has enjoyed a variety of new challenges in instruction, materials development and administration.

SAVE THE DATES!
Join us for BC TEAL's
50th Annual Conference
MAY 3RD-5TH 2018
at UBC Vantage College

Space and Pedagogy
Featuring a Pre-Conference Symposium
hosted by TESOL International Association

 **THE UNIVERSITY OF BRITISH COLUMBIA**
Vantage College

Let us Introduce YOUR Current Regional Reps

by Jennifer Peachey, Regional Representatives Chair

***FOR** many years, BC TEAL has been running the Regional Representatives Program. The goal of this initiative is to better meet the professional development needs of our members throughout BC. Each Regional Group was created to provide a way for EAL professionals living in specific areas of BC to connect, share ideas and resources, and find out about professional development opportunities in their area. Groups can be accessed by logging in and going to Groups in our Community Area. All Regional Groups are listed there and are easy to join. Currently, there are BC TEAL Regional Representatives and active groups for the following areas:*

Fraser Valley: Min Li



Min works at the LINC program in the Abbotsford Community Services as a TA. She received her TESL certificate in 2016 at the University of the Fraser Valley and completed her Master's Degree in British and American Literature in China in 2001, as well as a Translation and Interpreting Advanced Diploma at RMIT in Australia in 2009.

Okanagan: Julie Schiller-Birch



Julie has been teaching since 1988. She has worked in Canada, the UK and the UAE. She currently works at Okanagan College in the ESL Department.

Kootenays: Cari-Ann Roberts Gotta



Cari-Ann is currently working as an Instructor in Adult Upgrading and Development at Selkirk College. Cari-Ann's experience in the field of English Language Learning includes teaching international students, teaching newcomers, providing rural program delivery, and training TESOL instructors.

Thompson-Nicola: Vera Ziwei Wu



Vera works in the Writing Centre and the International Training Centre at Thomson Rivers University. She holds a Bachelor's degree in English Translation and Interpretation. Her current focus is on career support for TESOL professionals and academic support for ELLs.

Northern BC: Khaula Shehzad



Khaula has her Master's degree in Biology from Quaid-I-Azam University, Islamabad, Pakistan, and a teaching degree from Trinity College Dublin, Ireland. Khaula moved to Canada in 2009 and got her TESL certification in 2012. Currently, she is working at CNC, Prince George.

Vancouver Island: John Morgan



John holds a Bachelor's degree in Applied Linguistics from the University of Victoria and a Master's degree in TESOL from the University of London, Institute of Education. He is currently an English Instructor in the English Language Centre at the University of Victoria, where he has taught for the past five years.

The Regional Representatives have volunteered their time to bring members together through professional sharing and social networking. When events take place in your region, you will receive emails about the events to stay up-to-date. Representatives are open to YOUR ideas. Send them a message (via admin@bctéal.org), say hello, suggest ideas. We work better when we work together.

Upcoming BC TEAL Workshops and Webinars

Fri. Dec. 1 | *Intercultural Awareness Strategies for the EAL Classroom* with Taslim Damji

Thu. Dec. 7 | *Online Presentation Basics: 10 Steps to Conquering your Fear* with Natalia Aleko of English Online

To follow up on recordings of past BC TEAL webinars, check the archives section of our webinar blog page at bctéal.wordpress.com



Call for Submissions

TEAL News

TEAL News is the platform for BC TEAL members to share their work, ideas, and innovations with the wide readership. The main goal of this publication is to shine a spotlight on work done by and for the teachers of English as an Additional Language in British Columbia. Latest issues are distributed to institutions across the province, online through BC TEAL website, and selected articles are shared through BC TEAL Blog and on social media.

The deadline for submissions to the next issue of *TEAL News* is January 15, 2018, with publication in February. The theme for the Winter 2018 issue is "Many Voices of TEAL." Please contact Natalia Balyasnikova, with your submission ideas: editor@bctéal.org.

We're looking for:

- Articles about your research projects or classroom practices
- Anecdotes and stories about your professional experiences
- Book or article reviews, annotated bibliographies that might be useful for your colleagues in the classroom
- Reports and reflections about talks, seminars, or conferences that you've attended

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.

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 are typically 7,000 words in length, plus references. Theoretical analysis, classroom practice, and opinion essays are typically around 3,500 words in length, 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. All papers should be submitted through the journal website.

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