



TEAL News

Fall 2018

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

Growing Connections



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editor@bctéal.org
Layout Editor- Shawna Williams

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Greetings BC TEAL Members

by Karen Densky

HELLO! Fall is always a busy time for educators and this fall has been no exception for the board and committees of BC TEAL. So many TEALers have worked diligently to support and enhance the work that we do throughout the province. I'd like to highlight a few of the many activities that BC TEAL has been up to:

- *Interior Conference*, October 27th at Okanagan College had a great turn out for an excellent day of learning and sharing (thanks to Catherine Ebert, Julie Schiller-Birch and their committee members);
- *Tears to Smiles* Event on November 16th raised the most funds to date for refugee scholarships (kudos Michael Galli and committee);
- *EAL Week Events* in November throughout the province (kudos to the Regional Reps);
- A Respectful Workplace Policy that will extend to all BC TEAL events is in the final development stage and will be brought to the AGM in April (thanks to Jennifer Walsh Marr and the Advocacy Committee);
- The creation of a Speakers Directory is underway that will provide BC TEAL members the opportunity to promote themselves as independent presenters/leaders/facilitators (thanks to Ken Beatty and the Communications Committee);
- And more...

Personally, I've been doing a lot of traveling and was in New York where I attended the NYTESOL conference on behalf of BC TEAL. BC TEAL and NYS TESOL are affiliates, and we discussed several ways that our organizations can support each other.

In the coming weeks, as the year comes to an end, I'd like to encourage you to find time and space to commit to your provincial professional organization in one or more of the following ways (think of it as a professional development New Year's resolution):

- Read an article (or two) from the BC TEAL Journal, or better yet, start drafting an article for submission;
- Go back and read articles from past newsletters and commit to adding one new idea to your teaching practice or consider writing an article for the newsletter;
- Register for the TEAL Island Conference, **February 23** at VIU in Nanaimo and consider submitting a proposal;
- Register for the annual TEAL Conference, **April 11-13** at Langara College and consider submitting a proposal;
- If you live outside of the Lower Mainland, connect with your Regional Rep, and if your region doesn't currently have a rep, you might consider the position or nominate someone;
- Consider fundraising or other ways of soliciting funds to support low income/under employed colleagues maintain their BC TEAL memberships or attend a PD event.

I've genuinely enjoyed the first six months in the role of president, and I look forward to hearing from you if you have thoughts about any BC TEAL activities. I hope to connect with as many members as possible in the new year. Wishing you, your family, and your students a happy holiday season!

Respectfully,

Karen Densky



Dr. Karen Densky has been teaching EAL for over 20 years at the post-secondary level. Currently, she is the coordinator of TRU's Learning Centre, where she brings her wealth of experience to instructors and students across the disciplines. She has been an active member of BC TEAL for over 20 years.



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Editor's Message

by Natalia Balyasnikova

THE Fall Issue of TEAL News is here, it is our third and final publication of 2018. When I was planning the schedule and themes of publications for this year, I couldn't imagine the serendipity of closing the year with the theme: Growing Connections. Indeed, the year 2018 for BC TEAL's publications has been a year of growing and developing new connections.

This year we featured our inaugural digital/print interview with Dr. Ahmar Mahboob (see here <https://youtu.be/x2q8gccUzdl>), expanded our connections across the ocean, and had the opportunity to connect with the winners of 2018 TEAL Charitable Foundation Awards, a wonderful group of inspiring individuals. This issue follows the theme of growing connections. It features lesson ideas, updates from the Board, personal stories and research-based work.

Two of our articles appear on these pages after this year's BC TEAL Interior Conference in Kelowna. First, Jennifer Walsh Marr, BC TEAL 1st VP and Advocacy Committee Chair, shares a draft of Respectful Interactions Guidelines that the committee is working on. If you have any feedback on these guidelines, please share your input with the Board.

This issue's research-based article also connects the readers to the BC TEAL Interior Conference. In "Feedback and EAP: Some Insights from Classroom Observations", Rena Kinouchi and Scott Roy Douglas summarize their presentation for those of us who couldn't attend their talk. I hope that many of you will be inspired to share similar articles based the conferences or PD events that you attend this and next year. Another connection: one of the authors, Scott Roy Douglas, serves as the Editor of BC TEAL Journal (<https://ojs-o.library.ubc.ca/index.php/BCTJ>) that is currently accepting submissions for the 2019 issue. If any of you are heading to TESOL International Convention in Atlanta in March 2019, you can

hear Scott (and ask him any questions) at Demystifying the Academic Publishing and Review Process panel.

Two of our articles might help your students connect with the lesson in creative ways. Edward Pye shares his easy-to-follow activity that teaches students to connect ideas together within a one-minute speech. David Kehe's lesson idea incorporates students' smartphone use into a writing activity. I hope that you will try these two activities and let us know about your experience.

Two experience-based articles address the importance of growing connections. La Trinidad Mina, an instructor and the LINC Coordinator at the Cowichan Intercultural Society in Duncan, BC, shares her personal journey as she navigated our profession upon immigrating to Canada. It is a moving and beautifully written story that many of us (including myself) can relate to. In a similar vein, Kari Karlsberg shares her personal experience of writing a book for newcomers to Vancouver together her former student, Yi Zheng. Many of their ideas can be adapted to a variety of classrooms.

Looking forward, TEAL News Spring 2019 issue will be published with the theme Intersections. The deadline for submissions to the next issue of *TEAL News* is April 1, 2019. I look forward to growing connections across our community!



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

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Speech Maker

By Edward Pye



Tag Words: Speeches, Speaking, Listening, Predicting, Question-Making
 Time: 30+ minutes
 Age/Level: High Intermediate+
 Numbers: 4+

SPEECH MAKER is a fun speaking and listening activity designed to help students connect ideas together within a one-minute speech. It also helps listeners target their listening and create questions focusing on specific vocabulary.

Outcomes:

- Speakers create complex sentences and connections between ideas by speaking for one minute
- Listeners focus listening and contextual listening skills
- Listeners create focused questions to target specific language

Steps:

1. **Setting up (2 minutes)** – Put students into teams of 3 or 4 and have them take out a piece of paper to write on. Alternately, if you have a small class, this can be done individually rather than in teams. Have each team choose one speaker.
2. **Choose a topic for the first speaker (1 minute)** – Ask the class to choose a topic for the speaker from the first team. Help to guide this choice. If the topic is too specific, then the speaker will find it too difficult to come up with ideas. Try to direct the class to something more general like “food” or “your country” or “hobbies”.
3. **Prepare the speaker (3-5 minutes)** – Have the first speaker leave the classroom with a piece of paper and their topic. The teacher should go outside with the speaker and help them brainstorm some ideas from within that topic. The speaker’s goal is to create a 1-minute speech on the topic. “Food” for example could focus on any number of

ideas from cooking, to favorite foods, to strange foods they’ve tasted, to a restaurant experience. Give the speaker some ideas and then leave them for a bit to try and formulate.

4. **Prepare the teams (3-5 minutes)** – While the speaker is preparing, go back into the classroom and tell the teams that they must write down 15 words that they think the speaker is going to say in their speech. Teams will brainstorm vocabulary from that topic together and write them down on their paper—their goal is to accurately predict as many words from the speech as possible with each correct prediction being worth 1 point. Teams cannot use smaller link words like “and”, “the” etc. It should just be nouns, verbs and adjectives.
5. **Speech (1 minute)** – Once the teams have written down their words and the speaker is ready (you may have to hurry them up) bring the speaker back into the classroom to the front of the class, create a timer and have the speaker speak on their topic for 1 minute. While they are speaking, the teams listen and tick off words that they hear and have predicted.
6. **Questions (1 minute)** – If teams have words that they have not ticked off, then they have 1 more minute to ask targeted questions to try and make the speaker say those words. Go around the class with each team getting to ask 1 question at a time.



Edward Pye, M.Ed., is a New Zealander with an English literature degree from Otago University. Before moving to B.C., he taught in South Korea for 8 years. Since then, he has worked as an Educational Programmer and EAP instructor on UBC’s Okanagan campus.

BC TEAL Respectful Interactions Guidelines *continued*

BC TEAL expects respectful and inclusive interactions. We acknowledge that participants in our community may represent different breadth and depth of experience and expertise, and different cultural stances; the principles of humility and openness enhance respectful interactions across differences.

Recognition and exploration of difference can lead to greater insight, empathy and professional growth.

We must insist on respectful interactions in all dealings associated with BC TEAL.

By joining the Association of BC Teachers of English as an Additional Language as a conference delegate or presenter, as a member of the Board of Directors, as a contractual or regular employee, or for any other online or in person event, you agree to abide by and support our Respectful Interactions guidelines.

Dismissing the differences and the importance of those differences can lead to silencing, bullying and even harassment. This undermines the principles of inclusion and growth BC TEAL seeks to foster and therefore cannot be condoned through our inaction.

Those who fail to respect and enact these guidelines may be asked to leave the event and/or membership and may be prevented from participating in future BC TEAL associated activities.



Jennifer Walsh Marr is a lecturer at UBC's Vantage College, 1st VP of the BC TEAL Board of Directors and Chair of the Advocacy committee. She has worked in settlement programs, private language schools and non-credit EAP and hopes the Advocacy committee can include and represent participants from all sectors of our professional community.

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The Challenges and Thrills of Getting Back to Teaching: Confessions of an Immigrant EAL Teacher

By La Trinidad Mina

WHEN I first came to Canada, I had doubts about ever teaching. Like many new immigrants, it was quite unclear to me if there were institutions that would gamble with my international work experience. Many employers seek workers with Canadian experience; I was new and felt I had nothing to offer.

While I was figuring out how to be able to practice again, I had to get a job. In Canada, I've had jobs in three industries unrelated to teaching. At first, I worked as a legal secretary and had to comb through hundreds of emails that were later presented in court (we won that case). Then, I took a marina and resort assistant position where I tied sailboats to docks and booked cabins. While my application for permanent residency was still in process, I chopped vegetables and loaded a commercial-grade dishwasher for at least four hours a week as a prep cook.

Should I stay or should I go?

I was exhausted but I had to persevere. I did not mind when my eyes dried out after long hours of reading from a computer screen or when my hands were calloused for holding boat lines or got sore from doing repetitive work. Because of those jobs, I was able to have some financial independence (i.e. send money back home, pay Hydro, etc.). My situation was not so bad after all.

However, the rebel in me wondered if working these jobs was robbing me of my identity as a teacher. Before coming to Canada, I had a well-paying job at a college, presented at professional conferences, and attended PD sessions among other things. In my mind, I was getting my Canadian work experience, but not the Canadian teaching experience that I needed to progress in the career that I love. Would I be trapped in these professions? Would I ever teach again?

Putting food on the table vs. putting my foot in the door.

I thought if I would really like to teach again, I had to have a plan. I had to get a job, however big or small, that would lead me back to teaching. I knew that the initial pay would not be great and would hardly put food on the table, but I needed to put my foot in the door. My plan was to take "small" teaching jobs, teach part-time in the summer, and volunteer.

I took "small" teaching jobs. Like a hawk, I watched the job postings on my university site. I got a computer lab/graduate assistant job where I helped students access computers and

print documents. I also got the chance to give academic advice as a peer to Japanese students enrolled in a special program at my university. I did this for about eight hours a week for a year. I consider it my first teaching job in Canada. It was small job but having a relationship with professors, administrators and other international students in a university setting was huge.

I taught part-time in the summer. When I finished the required number of courses in my Master's program, I applied for a contract summer instructor position at the language institute in my university. I was put in a sub list and would only be called if there was a shortage of teachers. That shortage came shortly after and I was able to teach twelve hours a week for about six weeks. The job gave me access to a community of EAL professionals and paid for my international student fees.

I volunteered. I contacted the immigrant welcome society in my town and offered my services as a tutor and an assistant in the LINC classes. Before I knew it, I was teaching ESL to a young Syrian refugee woman in her home and assisting in the evening LINC classes. When the opportunity to substitute came last winter, I gladly took it. By the following year, I taught my own class. This summer, apart from teaching, I will hold an administrative position. In retrospect, had I not given a small amount of time to do what I love to do, I would not be able to do what I love to do in the long run. To top it all, I have had a very close relationship with many immigrant and refugee families in my community. It's priceless.

This plan seemed flawless, but I didn't do it all by myself not. While I was getting my foot in the door, my partner put food on the table, my graduate supervisor wrote a few reference letters to my would-be bosses, and my friends gave me a push whenever I needed it. The critical role social networks play in one's professional life as an immigrant is yet again another story, but it would be unfair not to recognize them. I am forever grateful.

Nothing is Lost.

Looking back at my Canadian experience, I realized that the time I spent doing those odd jobs has actually made me a better teacher. I have learned new professional literacy and skills and created new relationships.

New professional literacy. I've learned new professional literacy that I share with my students. I have become aware, sometimes

Continued on next page

The Challenges and Thrills of Getting Back to Teaching continued

even experienced, the exciting and mundane tasks my students have to perform in their workplaces. I've become mindful of the language they use as well as the literacy required to complete their duties. As a teacher, I am able to provide activities that closely simulate the tasks they have at work.

New skills. I loathed making and receiving phone calls and knew nothing about boats when I arrived in Canada. However, it would be bad for the marina and resort business if the office assistant had let all incoming calls go through an answering machine, or if a boat drifted away from the dock because the lines weren't secure. These tasks motivated me to get up to speed. I learned quite quickly on the job.

New relationships. My Canadian experience would not be possible without the trust of the people who hired me. I have not burned any bridges (except for one- that's another story again, sorry!), so I get to visit their place of business or say hi to them at conferences and other gatherings. These employers and

colleagues supported me while I was still learning my way around Canada, so the least that I could do was to keep in touch. I strengthen those bridges as best as I can.

I have always wanted to become a teacher, but I am glad I have not only become a teacher. I have done other things apart from teaching and these have equipped me with the knowledge, confidence, and network of support I need as I tread the Canadian teaching scene. I have no regrets.



La Trinidad (Trina) Mina is an instructor and the LINC Coordinator at the Cowichan Intercultural Society in Duncan, BC. Before coming to Canada in 2014, she lived, studied, and taught EAL in the Philippines, United Arab Emirates, and Thailand. She is the recipient of 2018 BC TEAL Conference Bursary Award.



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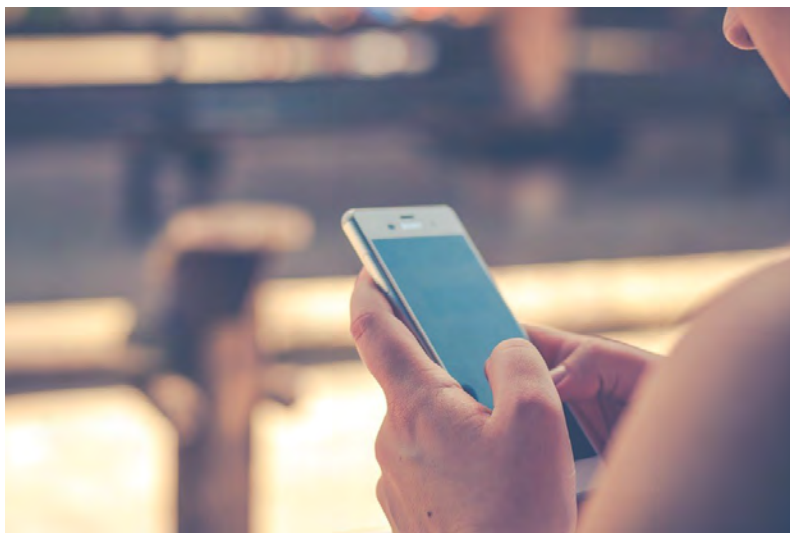
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Visit bctéal.org/membership to learn about the many benefits and to join.

Smartphones, GPAs, and Fluency Writing

by David Kehe



RECENTLY, I arrived at my academic EAL class 15 minutes early and noticed that four students were already there. All of them were focused on their phones. One of them in particular seemed to be especially amused, so out of curiosity, I asked her what was so funny. She laughingly told me that she was exchanging text messages with her friend across campus who was supposed to be listening to a lecture in her Psychology class.

Students are aware of how smartphones can keep them from getting physical exercise, or from socializing with family members and friends, or from getting enough sleep. However, few seem to be aware of how they can negatively affect their GPAs. There is research¹ that shows this, and by presenting this to students, it could motivate them to reconsider how they use a phone during a class.

However, instead of just telling students about the research, I have found that a more effective way of sharing these research results with them is by incorporating the information into a Fluency Writing activity. In this activity, students are able to use all four skills while simultaneously learning about the research.

Fluency Writing activities involve 3 steps:

1. In groups of threes, each member of a group is given one-third of an article. They start by silently reading their part of the article.
2. Students then take turns reading their parts of the article (which the others can't see) and listening to their partners read theirs.
3. After they feel that they understand all three parts clearly, without looking at the article, each member individually

writes a paraphrase with as many details as possible from all three parts of the article. (Some “key” words are given to help them remember the information.)

Besides the opportunity for students to learn some new information, Fluency Writing has several positive aspects:

1. Unlike most writing tasks, in Fluency Writing, students don't need to spend time and mental energy coming up with their own ideas. The content of what they write about comes from the articles.
2. For the teachers, these are relatively easy to mark. The content of every students' written product is the same, so when giving feedback on these, the teacher would be able to focus on just the grammar and style.

If you'd like to see more information about this activity, here is the link: commonsense-esl.com/2017/10/09/discouraging-smartphones-from-disrupting-students-focus-in-class/. Feel free to print these out and use them with your students.

¹ Lepp, A., Barkley, J. & Karpinski, A. (2015 January-March, 2015) The Relationship Between Cell Phone Use and Academic Performance in a Sample of U.S. College Students. *SAGE Open*, 1-9. <http://journals.sagepub.com/doi/pdf/10.1177/2158244015573169>



David Kehe is currently a coordinator in the Academic ESL program at Whatcom Community College, Bellingham, WA. He has taught for over 35 years in Asia, Europe and the U.S. and with the Peace Corps in Africa. He has co-authored nine textbooks. You can find his blog at CommonSense-ESL.com



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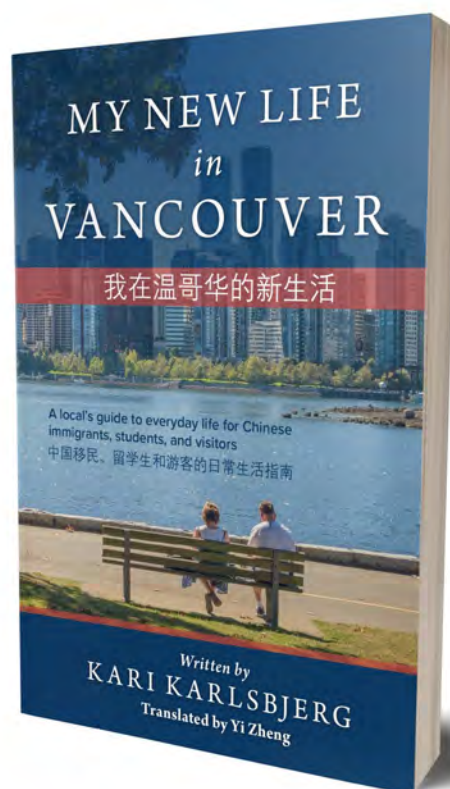


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Vancouver Local Life & Culture in 365 Daily Readings

by Kari Karlsberg



SOMETIMES learning English just isn't enough for newcomers to feel ready to fully participate in their new city.

After teaching and tutoring EAL for 16 years, it was clear to me that learners' confidence to interact with locals was often hindered by their lack of knowledge of local customs and norms of daily life and activities. Certainly, they had enough English skills to be able to hold a conversation; however, the moment the conversation topics veered to local professional sports teams, or weekend plans for a baby shower, or talking about personal good and bad news such as marriages or serious illness, then they would struggle to follow along and know what to say. Not only are these types of topics difficult, but also understanding the underlying beliefs and 'unwritten rules of culture' that influence how Canadians communicate with each other can be difficult to figure out and navigate. Understanding why we say sorry all the time, or the priority we put on manners and humbleness are not always clear to newcomers; although they certainly can tell if they have done something inappropriate, they just don't know what it was or why!

Communication challenges caused by cultural misunderstandings can be very disconcerting. I experienced this myself when I was an immigrant to Denmark for a period of four years. I

became fluent in Danish, yet had trouble making friends until my Danish husband oriented me to the locals' different attitudes towards making small talk, sharing strong opinions and being comfortable with silence. Therefore, I wanted to write an orientation to daily life, customs, and culture (both written and unwritten!) that would supplement the regular LINC and English instruction programs in Vancouver. The result was *My New Life in Vancouver*.

I was fortunate enough to have a former student, Yi Zheng, as a partner on this project. He provided the Mandarin translations that are printed under every English entry in the book. As an immigrant from China, he also provided invaluable feedback about the most common cultural challenges newcomers face here. It was important to both of us that the book be fully bilingual with every entry written in English and Mandarin so that newcomers could start to learn about culture right away, instead of waiting until they became fully fluent in English¹.

¹ The online pronunciation guides and bilingual blog entries on Vancouver life and culture can be found on the website mynewlifeinvancouver.com

Continued on next page

Yi and I spent a lot of time figuring out the 31 themes of information we would provide in the book. Every day's entry has one of these themes. The entries cover a whole year of life in Vancouver and are full of practical information on where to volunteer, how to meet locals, western restaurant customs and information, local celebrations, traditions around birthdays, births, weddings, and funerals, and happy and sad life events from housewarming parties to friends getting ill. And yes, there is even information on Wreck Beach as I have gotten many questions about it over the years! Language tips and vocabulary are also thrown into the mix, as well as free pronunciation guides on the website for all of the 50 mini English for Everyday Life lessons throughout the book.

We hope that these short daily readings (100 to 400 words) will give a picture of 'one year in the life of a typical Vancouverite'. The 'my' in the title ***My New Life in Vancouver*** is referring to the newcomers themselves, who we hope will use this book as a daily resource and a personal journal of their beautiful new life in Vancouver.

Please contact the authors about the book, which can be purchased online at [Amazon.ca](https://www.amazon.ca), or in-person at Hager Books in Kerrisdale, SUP Bookstore at Aberdeen Centre in Richmond, and at the VCC Bookstore.



Kari Karlsberg and Yi Zheng

Some ideas on how to use the book in your lessons:

1. **The entries in the "Different Way of Thinking" category can form the basis for an interesting discussion on the topics that can often be a source of misunderstanding.** The Mandarin translation can be helpful for the Chinese speakers in the group with lower English skills so that they can truly understand the issue to comfortably comment on it as well. The entries in this category (entries with this topic always shown on the 6th of every month) include: why we say sorry, importance of work-life balance, driving manners—the friendly wave, sharing housework equally, tall poppy syndrome, coffee culture, different attitude to smoking, focus on manners, expressing oneself openly, standing in line conventions, and having a welcoming home front.
2. **The entries on "Meeting Locals" could be used to encourage students to get out and practice their English skills** using the suggestions in these entries. Their resulting experiences could then be shared in class.
3. **The entries on "Fun Facts about Vancouver" and the entries from "Quotations about Canada" from famous Canadians, about living in Canada, can also be used as filler items in classes and as topics for fun conversations too.**
4. **There are also entries "Top Tips from ESL Instructors" about how to learn English quickly. Also, the mini "English for Everyday Life" lessons in the book, with the free pronunciation guides on the website, could be part of the homework for a lesson.**
5. The book has many categories covering practical information such as getting health care, how to find work and volunteer positions, transportation, sightseeing etc., so it can be a practical reference guide to keep in the classroom as well.
6. Weekly conversation groups or book clubs could use the book to provide a full year of content by starting to read the book from the day that they start meeting, reading the daily entries from that date and talking about the content at their weekly meetings.

Feedback and EAP: Some Insights from Classroom Observations

by Rena Kinouchi and Scott Roy Douglas

THE FOLLOWING is a short report based on a poster we presented at the BC TEAL Interior Conference at Okanagan College in October 2018. By observing EAP classes during the Fall 2018 semester, our goal was to have a better understanding of the types of feedback used in English for Academic Purposes (EAP) classrooms and how the different types of feedback might affect student learning. We carried out this study because there seemed to be little research in British Columbia focusing on the kinds of feedback EAP students experience in the classroom.

EAP programs play an important role in preparing students using English as an additional language (EAL) for the linguistic, cognitive, and social demands of post-secondary level studies in English (Hyland & Hamp-Lyons, 2002). For fostering student success in EAP programs, the value of quality teacher feedback in the classroom cannot be over-estimated. Not only does feedback provide students with knowledge and skills regarding the target language and subject content learning, but quality teacher feedback can also validate students' autonomy, critical thinking skills, and sense of fulfillment (Brown & Lee, 2015). For the purposes of the current study, we defined feedback as the reactions and responses that send students evaluative messages and inform their future behaviour.

The Study

The study was built on the central research questions: "What kinds of teacher feedback do students receive in EAP classes?" and "What are the

impacts on EAP students of teacher feedback in the classroom?" To answer this question, five classroom observations were carried out in three different classrooms (with twenty-three, nineteen, and six students in each class). The observations all took place in the exit level of an EAP program at a research intensive university in British Columbia. During the classroom observations, journal notes were taken focusing on incidences of feedback. These notes were handwritten during the

in wording, pronunciation, and grammar. It is given when teachers want to point out to students that their English usage is different than the target variety. Linguistic feedback also includes affirmative feedback to students' responses and answers, with comments such as "Perfect!" In addition, questions such as "Anything else?" are counted as a formative form of linguistic feedback when these questions encourage students to expand their output.



Academic feedback

Academic feedback, which includes feedback on both academic skills and content knowledge, has more variety. While including corrective and affirmative feedback, it also has examples of appreciative feedback such as "I think it is an amazing idea" and "Thank you. That was a great presentation." Moreover, elaborative and formative feedback are also

part of this category. Elaborative feedback such as "What is it?" "Why?" and "What could you do for that?" helped students to clarify and explore the answers and responses they had given. Formative feedback served as scaffolding in a more extensive way, for instance, by giving students alternative ways to work on a given task when some of them were confused and struggling, by providing students with detailed oral or written advice for improvement after a presentation, and by teaching students how to utilize useful tools such as online dictionaries and websites or university academic assistance services, to name a few.

Findings

Thematic analysis revealed different kinds of feedback taking place in the classroom as well as a variety of impacts. Teacher feedback, as observed during this study, can be put into three major categories: linguistic, academic, and social feedback. These categories had particular impacts on the students.

Linguistic feedback

Linguistic feedback includes corrective feedback on students' perceived mistakes

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Social feedback

Social feedback has even more variety. In this category are examples of appreciative feedback such as “I love it!” “Hmm, that’s interesting,” encouraging feedback such as “[Student name], anything from you?”, understanding feedback such as “[Student name], I know you had a big day and you are tired,” or “To English learners, articles are usually quite difficult to understand,” supportive feedback such as “Remember I am here not to scare you but to support you,” disciplinary feedback to students who are on the phone, and authentic questions such as “what happened after that?” or “What does that mean?” to students who speak in their first languages. Importantly, social feedback almost always involved non-verbal communication such as eye contact, smiling, laughing, and nodding, which helped emphasize, mitigate, and transform the tone of verbal messages.

Impacts

Each category of feedback appeared to have impacts on student learning in its own way. With linguistic feedback, students gained more accurate knowledge of the target language in use as well as the subject content. Academic feedback led students to a deeper understanding of what they were learning and how they were expected to learn, which helped make them more comfortable and satisfied with what they were doing. Social feedback seemed to help students better understand the attitudes expected in the classroom, build relationships between teachers and students, and create a positive classroom climate. These impacts appeared to affect student participation, or lack of it, which could be represented by how much they were engaged, how they were engaged, or how they decreased and increased their student talk time.

Discussion & Implications

Given that EAP programs aim to prepare students for their upcoming academic programs of study, all of the three aforementioned categories of feedback are valuable and necessary. Nevertheless, social feedback may require more attention, considering that teachers might provide it at a more subconscious level than linguistic and academic feedback. There are potentially two reasons for this. First, social aspects of instruction are sometimes not as clearly mentioned in the curriculum as linguistic and academic aspects are. Second, social feedback tends to occur in a very similar way to natural conversations. These two reasons may make it more complex and difficult for teachers to prepare themselves for effective social feedback in advance, compared to the way they can prepare themselves to provide linguistic and academic feedback. More understanding of and attention to the functions and implications of social feedback can help teachers to use this type of feedback more strategically to create a better student learning experience and environment.

Additionally, it has to be mentioned that this research requires an examination of the teachers’ intentions behind the feedback they provide and the students’ understanding of that feedback. For example, the amount of linguistic feedback observed was much less than the other two types of feedback. This lack of linguistic feedback may mean that linguistic feedback is more likely to be given outside the classroom, for example, by returning writing assignments with written feedback from the teacher. Future research will address this point through a survey and focus group interviews.

Conclusion

Teacher feedback provided in the EAP classrooms in this study contributed to creating better learning experiences for students by informing learning and student behaviour. As linguistic, academic, and social feedback each has its own positive impacts on student learning, the well-planned, balanced use of a variety of classroom feedback seems to be key to student success in current and future learning. Yet, it is worth noticing that social feedback may deserve more attention so that teachers can utilize it more strategically to create a better student learning experience and environment.

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Rena Kinouchi is a graduate student studying Education at UBC's Okanagan campus. Her research focuses on differentiated instruction in EAL classrooms. Before coming to British Columbia, she taught EAL for ten years in Japan.



Scott Roy Douglas is an associate professor in UBC's Okanagan School of Education. His focus is on English as an additional language teaching and learning. He is also the editor of the BC TEAL Journal.



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