

# TEAL News

Summer 2017

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



## Celebration! BC TEAL's 50<sup>th</sup> Anniversary

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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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# #Celebrating—BC TEAL at the Half-Century Mark

by Joe Dobson

**WHEN** a non-profit professional association turns 50, it is a big deal. BC TEAL's accomplishments over the past 50 years have been through the hard work and dedicated efforts of numerous individuals in our profession. That is something worth celebrating!

It is important for BC TEAL to highlight and celebrate 50 years of success and work in the province; however, it is also important that we do not sit idly and that we look to the future and the next 10, 20, and 50 years.

When I pause for a moment and reflect on some of the changes over the past half-century, it is quite remarkable. When BC TEAL formed, it was Vancouver-centric. In general, smaller events, telephone chains, letters, bulletins, and good old-fashioned coffee room word-of-mouth dominated. From those humble but brazen beginnings, BC TEAL has accomplished much. Some highlights of the past 50 years include:

- conferences held every spring since 1968;
- the start of the TEAL Charitable Foundation, the first by an EAL association, with endowments of over \$850,000 funding a large range of awards and scholarships each year;
- advocacy on behalf of the profession;
- special initiatives to help more vulnerable populations, including the more recent BC TEAL Refugee Project which provides English tutoring to refugees unable to attend government-funded English language classes;
- periodic events around the province making professional development more accessible to all;
- First-class publications, including this newsletter and the *BC TEAL Journal*; and
- a strong web and social media presence to connect members with ideas, resources and events.

These are just a few of the many things BC TEAL has done.

At the same time, it is fun to imagine what BC TEAL might look like in 50 years. I wonder what kind of disruptive innovations will impact how we connect with members, with how members network and get resources, what the profession and field will look like, and how students and education in general will be impacted.

We've seen how Airbnb, Uber, crowdsourcing, Wikipedia, smartphones, and robotics have had dramatic impacts on different industries and the "traditional" ways things were done. For BC TEAL and the EAL profession, for example, will all events be virtual in 50 years? Will publications as we now know them dramatically change from printed form to video or something else? What will the demographics of our classes look like? Will classes be virtual and students seldom need to attend physically? Will printed textbooks and pen and paper based learning be a thing of the past? Will classroom language teaching theory and pedagogy evolve in ways we can't currently conceive? Of course, we don't know and in 50 years we'll see.

BC TEAL, a member-driven association, has remained dynamic and meaningful in part as it has been able to respond to member needs and evolving innovations and changes. It is safe to imagine that the next half-century will see continued innovation and change in ways we cannot yet foresee, and I am confident that the collective wisdom of future board members and members in general will help steer BC TEAL forward and make it as relevant as ever in that changing landscape.

This particular issue of the newsletter focuses on celebration and there is much to reflect on and celebrate. The collection of articles in it cover everything including: a peer-led English conversation program, Refugee Rights Day—EAL Act!on, and a reflection on a curriculum development project, just to name a few. I'm sure you'll enjoy reading these as much as I do.

Last, I'd like to thank outgoing newsletter editor Scott Douglas (who is staying on as the *BC TEAL Journal* editor) and welcome Natalia Balyasnikova as the new TEAL Publications Chair and newsletter editor.

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.

# BC's English as an Additional Language Field: Contributions and Trends

by Brenda Lohrenz

**THIS** spring's BC TEAL "Celebration" Conference gave us an opportunity to acknowledge those 50 at 50 who have made significant impact on BC's EAL sector. We at BC TEAL salute the 50 individuals who were named plus everyone else. *Each and every one of you* remains a vital contributor to our trade, so thank you all!

In keeping with "where we've been and who has helped us get here"—clearly the next question to ask is where has the evolution of EAL in BC led us? Often who we are and what we do as EAL educators remains too narrowly defined. I had the opportunity to partner with Chris Brown of BC TESOL (our K-12 umbrella counterpart) at the BC TEAL spring conference to highlight data and discuss trends coming out of BC's multifaceted English as an Additional Language sector. Key questions addressed by our presentation included:

- How is the EAL community in BC evolving?
- What are the economic and social contributions of BC's EAL field?
- What trends are visible today?

Second acknowledgement: Our research into the EAL sector, including BC's booming field of international education services, brought to light some impressive facts:

- There are currently 67,000 ELL students in K-12, including both public and independent schools (Ministry of Education, January 2017).
- In 2014, there were 137,446 international students in BC, including 95,387 long term students (study permits of six months plus) and 42,059 short term students (visitor visas). That year BC received 31.4% of all international students who came to Canada (Kunin, July 2016).
- The total (2014) annual expenditure of all international students in BC amounted to \$2.9 Billion (Kunin, July 2016).
- BC's international education services sector ranks third when compared with BC's export in goods, behind Wood and Articles of Wood and Mineral Fuels and Mineral Oils (Kunin, January 2017).



Chris Brown and Brenda Lohrenz at the 50<sup>th</sup> Anniversary BC TEAL Conference.

At the outset, it became apparent that our session audience of 15 came from a vast array of contexts: literacy, medical English, private tutoring for professionals in multinational corporations, LINC, TESL, international and overseas programs, academic test prep, K-12 support—and the list goes on. First acknowledgement: an EAL career brings with it a diversity of experiences and perspectives, and the range of possibilities presented through the needs of EAL students worldwide continues to evolve.

- An estimated 16,000 plus LINC students come through BC classrooms annually, with 644 LINC classes currently on offer (iCARE Data, Spring 2017).
- The first wave of Syrian refugees to BC (Feb 2016) was 2,500. A Vancity report estimates that over the next 20 years this initial group of refugees will have contributed a mini-

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num of \$563 million in local economic activity (Vancity, November 2015). The contribution of *all* immigrants and refugees to our province over time represents a magnitude of economic and social capital benefits that are impossible to calculate.

- The BC Labour Market Outlook for 2015-2025 states that net international in-migration will fill 248,000 (27%) of BC job openings (WorkBC, n.d.).

Third acknowledgement: The EAL sector supports human capacity from all angles. Whether it be young children transitioning to a new culture, youth finding their voice, families working to adapt to their community, new citizens becoming civically engaged, trades people hoping to contribute their skills, or professionals contributing their knowledge—the EAL sector remains a vital asset as it serves to enhance our province’s human capital and support a thriving society.

Sector trends are too numerous to mention, but a few that came up in discussion included:

- Study as an immigration pathway
- English as a second dialect
- Increasing number of refugees in smaller communities
- Growth in short-term international student programs
- Commodification of K-12
- An increasing need for (EAL/ELL) support across the whole education system
- A new phenomenon being referred to as the “Trump Bump”
- Continued inadequate funding leading to waitlists for LINC and child care
- The creation of innovative partnerships including

community-based programming to alleviate unresolved gaps and/or barriers in accessing EAL/ELL supports

What is the takeaway? A limited understanding of this field does not do justice to the broad spectrum of EAL learners and the professionals who guide them. Let’s celebrate the breadth and scope of BC’s EAL sector while promoting the vital role that EAL plays in BC communities!

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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.

# Celebrating BC TEAL

by Scott Roy Douglas

**REFLECTING** on the 50<sup>th</sup> anniversary of BC TEAL, I went to the library to find a copy of *TEAL: The First Twenty-Five Years* by Mary Ashworth and Patricia Wakefield. It is a fascinating history of the first half of this organization's existence and a reminder of what the founders of BC TEAL accomplished, and how their accomplishments led to the vibrant association of today.

Much of what BC TEAL now represents was started in those early years. In 1967, BC TEAL became the first organization of its kind in Canada. It was a leader from the start, recognizing that "for many students English was not their second language, but their third, fourth, or fifth" (Ashworth & Wakefield, 1991, p. 12). Membership grew throughout the 1970s, as BC TEAL lead the way in teacher education, professional development, summer language programs, and scholarships. A particular milestone took place in 1972, when the Teal duck was adopted as the emblem of the organization. Native to British Columbia, the duck is seen rising in flight, "symbolic of the professional aspirations and forward thinking of the Association of BC TEAL" (Ashworth & Wakefield, 1991, p. 73). The 1980s further saw the establishment of the TEAL Charitable Foundation, the first Tri-TESOL conference, and BC TEAL becoming recognized internationally for its leadership in English as an additional language teaching and learning.

However, from the point of view of the newsletter editor, what spoke to me most was the initial creation of the newsletter as an organ of communication for the association. First published in January 1970, the newsletter was a means of professional communication to discuss new ideas, share teaching techniques, disseminate resources, and articulate concerns (Ashworth & Wakefield, 1991). As I end my time as

newsletter editor, it is with satisfaction that I look back at how the issues under my watch continued to align with the original mandate of those early years.

With a focus on professional development, transformation, building community, welcoming, professional practice, and now celebration, I've edited over 65 articles written by a wide range of authors to reflect the diversity of BC TEAL. My final issue as editor includes a look at trends in English language teaching, the promising practices of an English conversation program, a reflection on Refugee Rights Day materials, a look at curriculum in a BC Curriculum off-shore high school, an interview with Michael Galli, EAL week contest winners, an update on LearnIT2teach, and the BC TEAL/TESOL bursary winner's experiences at TESOL 2017.

As the newsletter looks forward to the next 50 years of BC TEAL, I wish the best to the incoming editor and I encourage the membership to continue contributing to this important means of professional communication and sharing.

## Reference:

Ashworth, M. & Wakefield, P. (1991). *TEAL: The first twenty-five years*. Vancouver, BC: Pacific Educational Press.



Scott Roy Douglas is an assistant professor in the Faculty of Education on UBC's Okanagan campus. His focus is on English as an additional language teaching and learning.

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](http://bctéal.org/membership) to learn about the many benefits and to join.

# Constrained Writing

by Edward Pye

**Tag Words:** Lateral thinking, Writing

**Time:** 30+ minutes (depending on how many rounds you do)

**Age/Level:** Modifiable for different ages and levels, but better at higher levels and ages.

**Numbers:** Can be done individually, with a partner, or in small groups

**Skills:** Creative thinking, Writing

**CONSTRAINED WRITING** is a fun writing warmer taken from poetry writing that makes students think beyond the structures of a normal sentence.

## Objectives:

- Think quickly and creatively
- Write sentences that follow various rules yet maintain grammatical and lexical sense

## Preparation:

- Print out the rules of the activity for your own use.
- Put students into small teams; have them take out a piece of paper and a pen and chose a team name.
- Put team names on the board with a space below each team name.

## Steps:

1. **Explain the activity (3 minutes):** Write the name of the activity on the board and ask students if anyone knows what “constrained” means. It’s a fairly uncommon word, so you might have to explain it. I like to use the noun form “constraints” and do a mock arrest on a student.
2. **Model the activity (3 minutes):** I usually model this activity by using the first rule which is “You cannot use any Es in your sentence.” The goal of this activity is to write the longest possible, grammatically correct, sensible sentence, so you can give an example of a sentence with no Es on the board.
3. **First Round (3 minutes):** The “no E” rule is a good one to start with, so give the students 3 minutes and with their team, have them write the longest possible sentence they can without Es. Be strict on time.

4. **Check the Sentences (5-7 minutes):** When time is up, pens go down and have the teams read their sentences out loud while the teacher writes them on the board under their team name. (Alternately, with a multi-media set up and google docs, this can all be done automatically). Once the sentences are up, give the class 2 minutes to review the sentences and try to find any grammar mistakes. Go through each team’s sentence and check it for grammar, if it makes sense, and if it follows the rules. The team with the longest, correct sentence gets 1 point and the team with the most points at the end is the winner.
5. **Following Rounds (20 minutes+):** There are many different rules you could institute for following rounds, but here are my personal favorites. You may need to model some of these to make the rules clear:
  - Lipogram: A common letter (such as E) is banned.
  - Reverse-Lipogram: Each word in a sentence must include a specific letter.
  - Alliteration: Every word in the sentence must begin with the same letter.
  - Anagrams: Teams choose 1 word and must make a sentence out of the letters.
  - Chaterism: Each word must have more letters than the last word Ex. “I am sad today.”
  - Single Syllables: Each word must only have 1 syllable



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.



# Promising Practices: A Peer-led English Conversation Program that Works

by Natalia Balyasnikova

I **CAME** to Canada in 2013 as a PhD student at the University of British Columbia; however, my most influential and transformative learning occurred when I started volunteering as an English language facilitator at the UBC Learning Exchange, located in the Downtown Eastside. I was so enraptured by the program and the way it was set up, that in 2015 I proposed to interview other facilitators in the English Conversation program in order to find out what encourages them to volunteer. I was hired by the UBC Learning Exchange to conduct this study and single out promising practices from the perspective of the volunteers, who facilitate English language conversation groups. In this article, I would like to share some of these practices in the hope that other community-based practitioners would find them useful for their work.

### A historical sketch

The UBC Learning Exchange is a community-engagement initiative of the University of British Columbia. Founded with a goal to find ways to link the University of British Columbia to Downtown Eastside community groups, to this day the Learning Exchange continues to bring together people from different walks of life and experiences. Over the years, building on multiple strengths of a vibrant Downtown Eastside community, the Learning Exchange has grown from a drop-in computer workshop to a well-known presence in the community, offering a range of workshops, public talks, and educational and arts-based programs.

One of the programs at the Learning Exchange is English Conversation. This program aims not only to develop the conversational proficiency of language learners but also to provide them with opportunities to gain confidence and leadership skills. The program is divided into four levels of English language



proficiency and is led by community and university volunteers.

The learners are typically allowed to take one English language class per week during a 10-week session. English as an Additional Language (EAL) conversation groups meet for 75-minute sessions once a week for ten weeks to discuss a range of topics chosen by the program coordinator and student staff. These topics include cultural holidays, Canadian traditions and customs, popular culture, famous people, internationally famous places, etc. Additionally, there is free reading material that could be interesting for adult EAL learners, such as the *West Coast Reader* and *Canadian Immigrant* available for all learners of the program to read at the centre or take home. During each session, learners use various worksheets with a short text and follow-up questions that guide their conversations. The role of the facilitator in the class is to use the worksheet as a starting point for their class and to encourage learners to speak as much as they can. Facilitators are encouraged to choose topics that they think could be

interesting to learners in their group; some of the more experienced facilitators bring their own worksheets or use the reading material provided by the centre in their classes.

All learners are free to use Learning Exchange resources such as **free access to computers and Wi-Fi** or attend **free workshops for learning computer skills**. They can also spend time at the centre having coffee or tea, reading, or socializing with other language learners and other patrons of the centre.

### Volunteer community

The facilitator community is quite diverse; there are both native and non-native speakers of English who lead the classes. However, similar to the learners, many of the facilitators are either retired or currently not employed and are residents of the area where the Learning Exchange is located. Moreover, many of the facilitators are non-native speakers who have previously attended the program and advanced to higher levels of

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proficiency. One of the salient characteristics of this community is the peer-to-peer nature of interaction in and outside the classroom.

Most facilitators in the Learning Exchange do not have substantial pedagogical training. In order to make their transition into a facilitator role an easier one, the incoming volunteers are required to participate in a series of training workshops delivered by the coordinator of the English Conversation Program. During the course of these workshops, the incoming volunteers are presented with the goals of the EAL program, the philosophy behind the Learning Exchange, class management techniques, foundations of intercultural communication, and other topics that are relevant for the context they are entering as facilitators. The training workshops run in tandem with facilitators' first classes. This gives the novice facilitators an opportunity to put the workshop materials into practice. Upon the completion of the workshop series, the new facilitators are assigned a group of learners and begin their volunteering with the Learning Exchange. At times, these facilitators are given an opportunity to team-teach the first sessions and to collaborate with more experienced facilitators. In addition to facilitating, some volunteers are allowed to take other classes offered by the Learning Exchange. For example, at the time of

this study, some EAL facilitators were enrolled in the Spanish language classes offered by volunteers.

### Promising practices

I must acknowledge that adult language and literacy programs are diverse and pursue different goals. For this reason, it is hard to give clear best practices that will undoubtedly work in any context. Nevertheless, there are *promising* practices that I have noticed at the English Conversation program. I believe they could be applied across various contexts. The three promising practices that I have observed in the Learning Exchange are 1) development of the English Conversation program as a community of practice 2) sustaining of an informal context of learning and interaction and 3) recognition of experiences shared by learners and facilitators and building upon them.

#### *The English conversation program as a community of practice*

The first promising practice is sustaining the English Conversation program as a community of practice. It's a model of volunteer/learner support that can enhance many programs that rely on volunteers in their work.

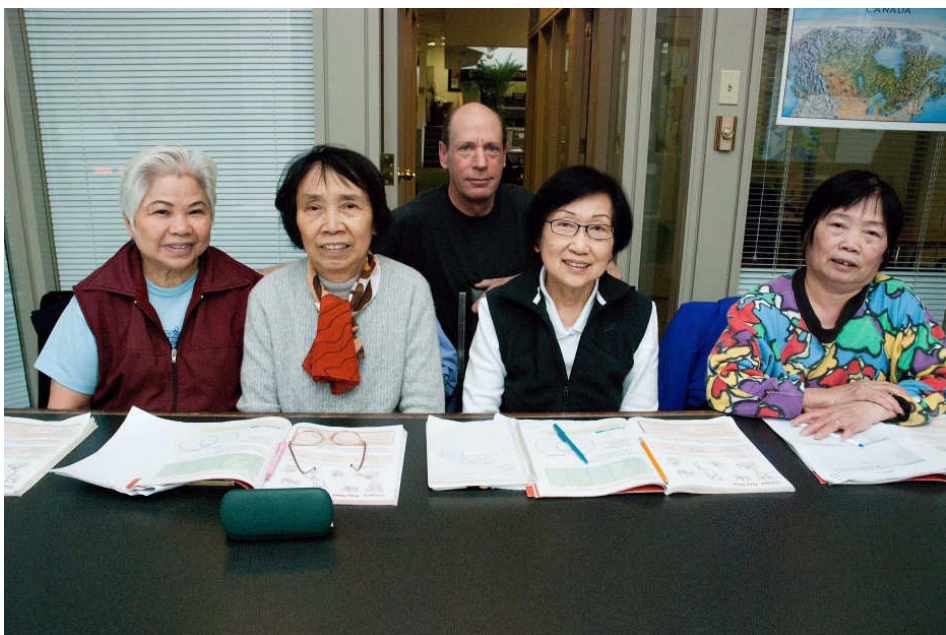
A community of practice is an organizational model that was developed by Etienne Wenger. A community of practice is first and foremost a joint

enterprise, whose members share a repertoire, activities, and mutually support each other. Through their participation in shared activities, the members of a community of practice move from novice to expert status simultaneously drawing upon and contributing to the strengths of the community. While communities of practice can be quite diverse, they have specific characteristics that distinguish them from formal professional groups. The main difference is that the purpose of a community of practice is to develop individual potential by encouraging knowledge exchange among members who select themselves.

The volunteers at the Learning Exchange are participating in a community of practice and thrive through doing so. First, they are engaged in a joint enterprise of facilitating English language conversational groups, and, due to a pre-established curriculum, share a repertoire, both pedagogical and conceptual. Second, they participate in shared activities, such as facilitator training workshops, and feel the necessity to continue doing so. Third, as facilitators move from the novice status to a more experienced one, they grow in confidence to add their knowledge to enrich the practices at the centre, while still relying on those who are located in the centre of the community—the core staff and student staff—for support in some cases. These changes inform the growth of the program and add to the reasons why facilitators continue to stay active with the program. As communities of practice, adult EAL programs can be maintained through the commitment of individuals and their interest in sustaining their group.

#### *Informal context of learning and interaction*

The second promising practice that I observed in the Learning Exchange is the informal context that shapes the interaction between the learners and the facilitators. Facilitators and learners are engaged in a collaborative learning practice that benefits both learners and volunteer facilitators and constructs this



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learning community of practice. In the Learning Exchange, facilitator/learner roles are multilayered and fluid in nature. Some of the facilitators are non-native speakers of English, others are not experienced teachers of English. Despite this, they bring strengths to the community. For example, the non-native speakers of English bring an understanding of the challenges that learners face. At the same time, they are increasing their language proficiency through leading the classes. More importantly, facilitators maintain their roles as learners, albeit more experienced ones, in their interaction with novice learners. Native English speaking facilitators bring knowledge about life in Canada and some culturally-specific aspects of language use. At the same time, they develop awareness about challenges that newcomers to Canada face in their everyday interactions with native speakers of English. The Learning Exchange has created a system of informal interactions between people, which supports both learners and facilitators and ensures their persistence in the educational setting.

*Recognition of experiences shared by learners and facilitators*

The third promising practice at the Learning Exchange is that the program takes individual lives into account and draws upon members' shared life experiences. Because of this, volunteers at the Learning Exchange have deep altruistic motives for volunteering and they appreciate feeling needed and being in demand. They share the experience of trying to learn a new language, learning at a mature age, or understanding the importance of access to education. This attests to the power of altruism and community-building in adult learning contexts where learners might struggle due to their socio-economic status, level of education, or language proficiency.



**Natalia Balyasnikova** is a PhD Candidate in TESL and a sessional instructor at the University of British Columbia. Natalia collaborates on a range of research and outreach projects with community-based initiatives in Vancouver's Downtown Eastside. In addition to her research, Natalia volunteers as an English Conversation facilitator at UBC Learning Exchange. She is the incoming BC TEAL publications chair.

**Conclusion**

In this short article, I wanted to introduce the UBC Learning Exchange that grew from one program into a multifaceted community-engagement initiative that is trusted and respected by many members of the community. Moreover, I wanted to highlight three promising practices elaborated in the English Conversation program. These practices stood out for me during a small-scale study conducted in 2015. These three practices are: 1) development of the English Conversation program as a community of practice 2) sustaining of an informal context of learning and interaction, and 3) recognition of experiences shared by learners and facilitators and building upon them. The English Conversation at the Learning Exchange is driven and sustained by volunteers, some of whom are former learners—and that is perhaps the greatest strength of this program. If you would like to learn more about UBC Learning Exchange and work done there, please visit [their website](#).

*Acknowledgements*

*I would like to thank Spring Gillard, UBC Learning Exchange English Conversation Coordinator, and Angela Towle, UBC Learning Exchange Academic Director, for their support and feedback on this article.*



# Refugee Rights Day — EAL Act!on

by Taslim Damji

**ON APRIL 4<sup>th</sup>,** BC TEAL launched a nationwide campaign in celebration of Refugee Rights Day. On this day in 1985, the Canadian Charter of Rights recognized refugees as having the same fundamental human rights as Canadians—the right to *life, liberty, and security of person*.



This campaign connected the relationship between *security of person* to a sense of belonging and inclusion in our diverse communities—not just for refugees, but for all individuals. It included webinars and an activity package for teachers and was intended to highlight our commonalities and the importance of feeling safe and accepted for who we are. By applying an intercultural lens, activity participants were invited to explore and further cultivate these feelings.

Intercultural is a word we hear often these days, as are diversity, community, and inclusion. As increasing numbers of people arrive in Canada, our understanding of culture and identity shifts and evolves in noticeable ways. Sometimes we embrace the changes that greater diversity brings, but often discomforts and questions arise for both Canadians and newcomers.

How then do you apply an intercultural lens to Refugee Rights Day? It starts with how people identify themselves and how they identify others. Do we focus on how we are different or do we focus on how we are similar? Do we anticipate that we may have something in common with another person though, on the surface, they may seem very different to ourselves? How do we respond to that difference? Do we embrace, reject, or feel uncertain about it? How does difference shape our behaviour towards others? How does this affect who we include in our communities? How do our thoughts and feelings about “others” impact our own ability to belong? All big questions!

The EAL classroom provides a primary community, and a good place to start strengthening that sense of community is by getting to know each other. We often don’t know much about each other’s cultural background, ways of doing things, or personal histories. Through lack of contact, media representation, or unsuccessful interactions, we may be unaware of stereotypes that exist in our classrooms. There can also be an

underlying assumption that others have the same codes of interaction as we do. It can be challenging to interpret behaviors except by our own standards and norms. In a classroom context, teachers making time and space for the group to be curious about and open to each other is key to modelling and growing intercultural sensitivity as well as preparing learners to find greater acceptance in the community at large. This ability is as important as language if our goal is to promote healthy, inclusive, and diverse communities.

These themes seem weighty, but the activities provided in the activity package were intended to foster a feeling of commonality while at the same time acknowledging difference in an enjoyable way. They also aimed to raise awareness of what *inclusion, community, and diversity* mean to our students and to explore how we can “do” these in our daily interactions. It was great hearing from so many of you about your experiences doing the activities in the package. This article is to celebrate your class experience using the materials. I’d like to thank Augusta Avram, Jennifer Low, Debra Dahlberg, Tanya LeBar, and Leanna Inokoshi, all of whom teach a range of classes and levels, for taking time to share their experience using the materials, and here’s what they had to say.

Teachers talked about selecting activities appropriate to their groups and providing a safe space to explore...

Augusta: “*Before doing the activities, in private, I asked the refugee students in my class if they were comfortable discussing the topic. My experience with refugees has taught me that I need to be careful because of possible issues around trauma. Also, I used the image of people holding hands around the globe as a starter, and not the pictures.*”



Continued on next page



## Refugee Rights Day continued

Jennifer: “I gave the theme and the topic ahead of time and told the students that if anyone felt uncomfortable to let me know. I wouldn’t have done it if someone had told me they weren’t comfortable. I started with the tree visual to introduce a broader sense. Then, as I put each picture up I checked in. I like how the sequence led into more pleasant pictures, but the focus was really on community and diversity and inclusion”.



Teachers also talked about some of the conversations and activities that students had engaged in. They used different materials from the package including visuals, reflections, concept maps, value statements, and a total physical response (TPR) style activity to raise awareness and open conversations.

Debra: “Students talked about how they had come to Canada. Two had come as refugees. They were both comfortable telling their stories. One woman hadn’t been in her home country for over 10 years and had lived in so many different places with so many different people. The other man was comfortable telling his story as he’d told it so many times. Maybe he felt that he was educating people. We also looked at the photos of the camp, the boats, the people. They talked about how refugees are from all around the world and then I asked them why someone would flee from their country. But the activity that worked best was the “Walk across the room...”. That was so much fun. They really enjoyed it and the self-reflection, too. We tend to look at the obvious, the external”.



Tanya: “I did have refugees in the class and they were okay with the pictures. I felt comfortable because my parents were refugees also, so I talked about my parents living in a camp for 3 years. I thought it was nice

to finish with an optimistic picture—Welcome to Canada! People in my class were absolutely sympathetic and empathetic. They knew what’s going on and were very willing to talk about it. They didn’t feel discomfort.”



I also did the Walk across the room...” activity. Things that they had in common were being afraid, worried, feeling lonely, missing home. We used the commonalities to springboard into diversity and inclusion. We then went to mind map. I used community instead of classroom—I wanted it to be as broad as possible. Diversity was easy. They talked about race, religion, sexuality. But inclusion was really hard. What does inclusion mean and how do you do that? Seeing difference is easy, but how to include is more of a challenge.”

Teachers had different reasons for choosing the activities they did. Some did a single activity and others worked their way through more of the package...

Augusta: “I like to get into culture, where they explore it on a deeper level. The refugee and newcomer experience have a lot in common, for example, identity crisis. I encourage them to explore their own biases, too.”

Jennifer: “It was an important topic and a great way to lead into the term. The idea of diversity and inclusion—feeling different/feeling the same; feeling included/feeling left out; appreciating diversity; making sure that everyone feels included so that they can participate more fully. How can we make it work?”

Debra: “I like to tie in topics like this to let students know that multiculturalism is fairly new to me too; 30 years ago it was different. We’re constantly evolving, new people come, there are changes.”

Leanna: “I used the visual photos of refugee experiences to elicit, teach, and share language around ‘inclusion’ and ‘exclusion’ with the end goal for students to create a poster board with visual images cut out from newspapers and magazines to express what they see as forms of social inclusion.”

Teachers told of student response to the materials...

Augusta: “They like to talk about what’s going on in their lives and about what makes one different from others. The cultural difference is there,

Continued on next page

*and it helps if you discuss it. You celebrate the difference, yet at the same time you desperately want to belong. You end up questioning how you do things and what you believe. If you create a safe space to explore this, they like it, they enjoy the challenge. One of the students said: It doesn't matter what our differences are, everyone has equal rights and should be treated respectfully."*

Debra: *"There was lots of laughter and then sometimes surprise. It really pulled the group together and in the end everyone felt connected to everyone else in the room in some way. At some point everyone found they had at least one thing in common. You have to find a gate to open first. The package had a nice structure"*

Jennifer: *"Initially, students wondered, 'So why are we talking about this?' Yes, it was Refugee Rights Day, but these are all broader themes. Students said 'we're really glad we're learning this. It helps me think differently. It's important to learn about'. It was neat—the next day we had a refugee student enter the class and is now part of our classroom community."*

And of their own response...

Augusta: *"I like to share my own identity story as someone who came to a new country. It doesn't matter what the reason is for you being here. You are here now and it's a difficult time, but there are commonalities... I wanted this activity package to be about all of us."*

Tanya: *"The class is really open and I try to normalize things. I see the students look to me for my response. They are watching me for how I will respond. Refugees often tell their stories and we just deal. We listen and sometimes there's nothing to be said. We'll have a moment of silence and then I'll say, 'Is it okay if we move on?'"*

And overall, teachers reported...

Debra: *"The whole experience was very positive... It gave a better sense of what diversity is and how we can be included because we do have things in common. It opened the door to other possibilities, to meeting new people and other Canadians. That we can see beyond what's on the outside."*

Leanna: *"The student's especially liked being divided into groups to work on their poster board that reflected what they deemed as "Social Inclusion". They liked the creativity, the visuals, the variety and freedom of choice, cutting, pasting and overall enjoyment of working together to create a positive message as a group."*

I asked instructors if they had any comments or advice for fellow teachers using the package.

Here's what they shared:

Augusta: *"It's important how the teacher presents this because it models respect. Encourage learners to describe their own experiences."*

Tanya: *"Know your class. Make sure you're comfortable with it. And if you're not comfortable with it, ask yourself why you are not comfortable. Be a little brave! Allow a little discomfort."*



Jennifer: *"It was a great lesson and links well to every day. Creates a safe space to create more openness"*

Leanna: *"This was my first time teaching a lesson on refugees, but I found it enlightening and educational. The lesson [was] easy to follow for an instructor and provided many choices/activities for different levels to accommodate multi-level classrooms."*

I hope that being able to hear about different instructors' experience provides support and encouragement to keep using the materials in the coming months. Keep in mind that United Nations World Refugee Day is June 20<sup>th</sup> or you can apply these activities to any curriculum theme connected to growing

community, celebrating diversity, and cultivating inclusion.

To access the materials discussed in this article go to [www.bctéal.org/about/initiatives/refugee-rights-day](http://www.bctéal.org/about/initiatives/refugee-rights-day)

Good luck on your intercultural journey and, if you do use the materials, we'd love to hear from you. **Post on our EAL Act!on Blog or share on Twitter or Facebook using #EALaction**



Taslim Damji is the developer of BC TEAL's Refugee Rights Day package. She has an MA from King's College, London and two decades of international teaching, teacher training, and research experience. Taslim is the manager of Intercultural Trainings through MOSAIC Works.



# A Reflection of Curriculum Development for EAL: The Creation of a Canadian Social Studies 10 Curriculum for a BC Offshore School

by Tom Bone

**SINCE** I began teaching in China almost 10 years ago, I have been fascinated and amazed how Chinese students can learn enough English to become successful in western universities. Having failed my French classes so many years ago in high school, and having experienced a few unsuccessful attempts of learning languages on my own, I believed learning additional languages to be enormously challenging. Or, I just did not have the predisposition for additional language learning. In my second year of teaching Canadian Social Studies in a British Columbia off-shore school in China, I had started to learn Chinese despite my “disadvantages”, in hopes of better understanding the challenges that my students faced and overcame. From there, I became fascinated by language acquisition. A few years back I was approached to produce a Social Studies curriculum for a BC offshore school in China that would fulfil the requirements of the BC Ministry’s Prescribed Learning Outcomes (PLOs) and meet the needs of English as an additional language (EAL) learners. I would like to share part of the process and strategies I used in this process.

When creating the new Social Studies Curriculum the first task that had to be addressed was an investigation into theories and practices around curriculum development for English language learners. A comprehensive analysis of the leading theorists was in order before the program could be implemented. I would like to discuss two of the design strategies I employed in this process: Content and Language Integrated Learning (CLIL) and Backwards Design. But first it is necessary to define some terminology which I have adopted in my practice.

## BICS/CALP

BICS and CALP are terms used to describe two distinct levels of language acquisition based on the research by Jim Cummins (Cummins 1979). BICS, an acronym for Basic Interpersonal Communication Skills, can loosely be defined as basic everyday language. Conversely, CALP—Cognitive Academic Language Proficiency—can be described as having more complexity and delves into a deeper understanding of a particular subject matter’s language by employing a more complex and abstract vocabulary. Understanding these distinctions is crucial in the development of any additional language curriculum. By knowing what level students are at as far as language development, teachers can adopt particular strategies that best

suit their learning.

## Content and Language Integrated Learning (CLIL)

CLIL is a term coined by David Marsh in 1994 that generalizes the idea of learning content and language at the same time, similar to that of the immersion model (Marsh, 2012), but with distinct differences. CLIL is more flexible in its approach and there is an equal amount of emphasis put into both content and language (Harrop, 2012). To meet both the needs of students and fulfill BC Ministry requirements, students enroll in provincially recognized subjects taught exclusively in English. CLIL meets both of these necessities as it concerns itself with

both acquiring a new language while at the same time learning the content of the subject. As such, “language is the medium for achieving content objectives with language objectives being matched to content objectives” (Douglas, 2015, p. 8). English teaching strategies are incorporated in the learning of the content.

The selection of this strategy is a necessity for students in BC off-shore schools as most have very little background in English and developing English language skills. A regular EAL program can be five years in length (Coelho, 2004); however, many students are accepted into high school programs with a mere 500-word vocabulary; equivalent to that of a first year EAL student. With CLIL, students are able to learn English while still learning the vocabulary they need to succeed academically. EAL students, like students from native English speaking backgrounds, are expected to think, reflect, discuss, and debate issues using appropriate vocabulary for their grade level. This cannot be accomplished without CLIL.

As Coelho (2004) points out in when considering how to integrate language and content instruction, content-based instruction with added language support can overcome English language challenges in students who do not have the desired 5-year EAL development. Coelho also recommends language teaching strategies such as Key Visuals, Guided Reading, Response Journaling, Cloze activities, Scaffolding in writing, Frequent checks for Understanding, and Vocabulary Enhancement.

**“By knowing what level students are at as far as language development, teachers can adopt particular strategies that best suit their learning.”**

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Because CLIL is content driven, it offers relevant issues for exploration. Students at the high school age scrutinize their lessons closely and easily recognize the value of what they are being taught. Content, therefore, is very important for fostering motivation. Harrop (2008) concludes that “there is increasing evidence that, as its proposers claim, [CLIL] leads to a higher level of linguistic proficiency and heightened motivation, it can suit learners of different abilities and it affords a unique opportunity to prepare learners for global citizenship” (p. 60). However, even teacher motivation can be affected by CLIL since “one of the most powerful findings of CLIL groups centres on increased motivation in both learners and teachers” (Coyle, 2008, p. 11).

However, CLIL does not present a simple solution as it still has its complications. The CLIL model does not always make accommodations for language families, age, or cultural differences. As opposed to the parallel approach which would focus on the differences and similarities in languages, CLIL does not typically distinguish between languages. A person learning English whose native language is French may have an easier time than a person whose native language is Japanese. These families of languages must be considered when considering the progress of an additional language learner. CLIL typically also has no provisions for age specific language acquisition. Since the content matches the grade level, the learner must simultaneously acquire the target language while still learning the content. This can leave a gap between proper composition as well as form in grammar and the subject related material which students are learning (Harrop, 2012). Students may also graduate from CLIL making no connection with the rich culture from which the language has evolved. “Chi le ma?” is a common expression in Chinese which literally translates to, “Have you eaten?” This has the same meaning in English as “How’s it going?” These linguistic nuances might potentially be forgotten with the CLIL model. As a result, the acculturation model may better explore many of these unique characteristics enriching learners’ experience with the target language. Similar languages share similar cultural references often expressed in idioms not taught with the CLIL approach. China and Korea share references to classics like San Guo Yan Yi as does England and France with the Iliad. In a practical sense, students who wish to study abroad are not exposed to the cultural differences found in other models of language acquisition, and often fall short of language proficiencies in tests like the IELTS or TOEFL where language literacy is more the focus than content. Even the grade 12 English BC provincial examination, for which universities often require a high mark, does not require subject based content knowledge. It often does, however, require cultural knowledge (the 2015 English 12 provincial contained many references to

Wayne Gretzky—students taking the test overseas did not perform well on this exam due their lack of exposure to this Canadian icon). So as we have seen, while adopting the CLIL strategy, teachers must recognize its limitations and accept the shortcomings.

Aside from the aforementioned critiques, the CLIL model is best suited for the design of an EAL curriculum. CLIL leads to greater language proficiency, increases motivation in both students and teachers, and also offers a many strategies best suited for EAL learners. More importantly, it directly addresses the needs of EAL students in offshore schools regarding the learning objectives prescribed by the BC Ministry of Education. While CLIL on its own lacks the necessary tools to suit the requirements of offshore schools, CLIL augmented with extra learning support best suits the needs of students in these schools.

### Backwards Design

Backwards Design was introduced in 1998 by Jay McTighe and Grant Wiggins and can be loosely described as a design with the goal in mind. In this model, there are three stages of development: 1) Identifying the desired result, 2) Determining acceptable evidence, and 3) Planning learning experiences and instruction (Wiggins & McTighe, 2001). For the sake of this type of curriculum design, assessments are created that incorporate all the learning outcomes prescribed by the BC Ministry first, and then unit plans and lesson plans that align themselves with those goals are created.

**“CLIL leads to greater language proficiency, increases motivation in both students and teachers, and also offers a many strategies best suited for EAL learners.”**

At first inspection, this model presents itself dangerously as an assessment based method to learning, and I will address some of these criticisms here. The Backwards design model appears to well suit students in BC offshore schools, who may be culturally adapted to the “teaching-to-the-test” approach that puts an emphasis on the assessment, rather than a holistic approach to learning (Culatta, 2013). While the utterance of such a phrase insights angst in many teachers, the reality of its implications resides in mandatory provincial examinations prescribed by the Ministry of Education (Clark, 2014) (Note: the ministry is now in the process of removing provincial examinations and replacing them with Math and English Literacy exams). Teachers have a right to complain, as many observe such a stratagem removes creative and critical thinking and replaces it with memorization. Also, there is an inherent danger that the course instructor might perceive or confuse the outcomes to be knowledge-based and assess by only a single criterion. For example; the question might be, “What are the causes of World War I?” The answer is simply, “Militarism, Imperialism, Nationalism, and Alliances.” This can be easily

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memorized without having a deeper understanding of the roles each played in society, which is more closely aligned with the PLOs than the superficial straight-up answer provided in the test. For example, a question often appearing on the Social Studies 11 provincial examination is “In what battle was gas first used?” This is especially true for additional language learners who are already struggling with basic language and look for simple answers to content based questions. I have experienced this first hand while teaching Social Studies that students typically wish to memorize all the possible answers rather than learn the deeper meaning behind the questions. Again, in practice, this approach to curriculum design appears not to meet the requirements of EAL learners in offshore schools.

To quickly condemn Backwards Design, however, would be to ignore its benefits. Backwards Design provides an instructional framework from which educators and students may meet learning outcomes more effectively with educational tools and a hierarchy of organization. The Backwards Design approach allows for better organization and planning, and assessments can be created to avoid the pitfalls of superficial learning. Clark’s (2014) guide to framing a curriculum breaks down the structure into three levels: the Curriculum level which includes benchmarks, summative assessments, and scope and sequence; the Macro level which discusses the prerequisites, elaborative and thematic; and finally, the Micro-Design level which includes the craft of teaching, strategies, and formative assessments. These can easily be translated to be the Course Overviews, Unit Plans, and Lesson plans. The organizational approach to Backwards Design is a crucial element that focuses the curriculum writer’s energies into a clear path of understanding that can be shared within the system and easily adapted to the needs of each subject. It reminds us to start with a learning outcome or question and helps us keep focused.

With CLIL integrated into Backward Design, a curriculum can be tailored to best suit the needs of EAL learners in offshore

schools using the BC curriculum. While there are still challenges to overcome in creating the perfect EAL curriculum, this approach surely meets most of the pressing issues. Teachers can be organized and plan better, they can assess and provide feedback better, they can motivate and inspire better, and mostly, they can prepare students for college or university better.

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# A Conversation with Michael Galli

by Joe Dobson

***Q: Ten years is a long time to serve in any volunteer capacity. How and why did you become involved with BC TEAL?***

I moved to Vancouver in November 2005 and joined BC TEAL soon after. Having been a member of TESL Ontario since the early 1990s, and because of some truly fantastic professionals who mentored me about the value and importance of professional development, I had developed a firm commitment to lifelong professional development.

It was actually at a TESL Canada Conference in Ottawa, a year or so before I came to BC, where I met Sarah Ter Keurs, then president of BC TEAL. We spoke of my impending move to BC and I sought her advice. After moving here, it was only natural that I join BC TEAL, and in 2006 I became a BC TEAL Board Member.

Sarah soon stepped down, having twins on the way, and Liet Hellwig and Catherine Evashuk stepped in as Co-Presidents to fill the gap year. I was serving as Membership Chair and I still recall receiving the call from Jennifer Pearson Terell, asking if I'd step in as President at the following AGM. I was, to coin a favorite phrase of Brian Wilson's (our BC TEAL Honourary Member, not the Beach Boy), gobsmacked. I accepted the challenge though, and never looked back.

***Q: Who were some of your greatest inspirations with regard to your roles with BC TEAL?***

Absolutely my greatest mentor and role model is Jennifer Pearson Terell. She is truly one of the most special people I have had the privilege to serve with and I am honoured to be considered her friend. Through her work with BC TEAL, Jennifer has continued to serve the broader community and has been an inspiration to so many of us. She does all of it with such a wonderful smile and with such dignity. She is truly a remarkable woman and truly a woman of extraordinary distinction.

There are many others who have inspired my admiration as well. Shawna Williams for carrying the torch after my term and taking BC TEAL to even greater heights. She accomplished a lot in those four years! Nick Collins, who has been a long-time supporter of BC TEAL. To listen to his stories of how the association started and grew through thick and thin, makes me feel like I have been a part of something very special.

BC TEAL has had its ups and downs, and its share of drama (or so it seems), but I think every family goes through that and in the end, we find our way back to our common ground, as we should when good people are united in good deeds. The TEAL Charitable Foundation is probably the best example of that.



When I step back and think of the goodness that comes out of the TCF, the first of its kind in the world (according to N. Collins), I feel so fortunate to have been able to add my name to its ranks.

There are so many people to mention here though so let it suffice to say that I am inspired by the collective goodness that is comprised of the thousands of members who have been a part of this very special professional association.

***Q: What were some of the biggest challenges you faced as BC TEAL President?***

There were a number, but now they seem not so significant. To name a few, raising the membership numbers, increasing the value-proposition of the conferences, and bringing in the public and private institutions and companies to support our efforts, and also maintaining and expanding our role as a professional association.

I was a Settlement ESL/LINC teacher in Toronto, worked for the University of Toronto in a special program for international pharmacists, and did a fair bit of private consultant work, so I have worn a number of hats in our field. However, as president of BC TEAL, I had to keep my biases off the table and consider what was best for our association and our members.



There is a constant tension between management and unions in EAL schools and organizations, and this could have become an issue for BC TEAL. Even today I hear grumblings that BC TEAL is pro-union, but that seems to just be political posturing. We have had good relations with the local unions and allowed them to have a voice, but we have always striven to ensure that BC TEAL did not promote labour related issues. Those issues are why unions exist but not part of the purpose of a professional association. We made an effort not to alienate those who feel threatened by the union presence and reached out to the private sector. Lately I see that coming to fruition and I am very glad for it. The private sector is starting to come around and it seems to me that this sector is developing in very positive ways. The EAL sector goes through changes, like most industries, and it is important to go with these, rather than try to hang on to old ways. I can easily imagine the private sector leading the way for the profession in the coming years.

On a separate note, I would also call attention to the academic EAL sector, particularly the research areas. One challenge where I do not feel we have made much progress is in getting our professors to engage in sharing local PD. There are some, like Dr. Li-Shih Huang, who engage regularly and help raise the bar to higher levels, but I'd like to see more of the local academics take an interest in the professional development of our BC professionals.

***Q: What was most enjoyable working with BC TEAL?***

I enjoyed it all really. The monthly board meetings, overcoming the challenges we faced, bringing people together at conferences and other events, seeing so many people engaged in an effort to improve their knowledge and skills in order to serve others... this is what moved me most.

***Q: What advice do you give to those new to the profession?***

Stick with it and don't be discouraged about the current job market or if you find yourself in a position you are unhappy with. The market changes and positions open up all the time, but you can't wait for the positions to find you. You need to network and keep yourself in the game. Continue to develop your teaching skills and NEVER become complacent or think you can't learn something new. There is a reason we say that we practice a profession. Simply put, it is because it is not something you ever master. Even seasoned pros need to refresh their ways and learn new strategies and techniques. Plus, our learners and their needs are always changing and so is technology. Twenty-five years ago, technology was minimally used. Now it is ubiquitous, and I can't imagine anyone not using it to some degree.

Teaching is a great profession to be in, and EAL is a unique specialization that is often misunderstood and underestimated. The only way to remedy that is to continue developing ourselves and the profession we work in.

***Q: What do you consider to be your greatest accomplishments as President of BC TEAL?***

I think the best thing I was able to do for BC TEAL was to breathe some life into it at a time when it seemed to be slowing down a bit. As I said above, the EAL sector goes through phases, and so too does BC TEAL. I stepped in a bit as an outsider and with few biases, alliances, or local influences. I also applied more of a business approach because I was no longer in the classroom, but was a Manager of an EAL program at BCIT.

***Q: What do you see as some of the biggest misunderstandings and challenges facing the EAL profession?***

I think the greatest misunderstanding is still the old arrogance that because someone can speak English, they are able to teach it. Of course those of us who teach or have taught EAL, have a much deeper understanding of the many complexities involved, but the average person lacks the experience of bringing a class of non-native speakers together and providing learning experiences that allow them to de-construct a new language code and develop the skills to read, write, listen, and speak with that new code. It is no easy feat to acquire a new language and to plan, structure, and teach lessons that facilitate language acquisition is equally challenging. Kudos to all our BC TEAL members who do so and who continue to hone their skills to improve their methods and make the experience better and better year after year.

***Q: Is there anything else you would like to tell us about yourself, your career, or your work with BC TEAL?***

My 25 year career in education has taken a few twists and turns, and currently I am working more in international education. However, I still have peripheral involvement with EAL issues at my organization. I am glad for this on-going connection because EAL will always be the career I chose and came to love. I have enjoyed every part of my career, and there were a few ups and downs, but I feel that the work we do in EAL is good work. We truly help people and like the ripples in a pond, we never know where our good work will land. Our students don't generally come to us to learn English just for the sake of it. The acquisition of this language is usually to achieve a more primary purpose, like finding a job, attending school, etc. Learning English is an absolute necessity for our students and by assisting them the way we do, we give them an invaluable gift.

I hope everyone who reads this understands the value and significance of BC TEAL. While we professionals may function well in our individual classrooms, without the association to bring us together to share and learn from one another, we would have no "profession", just a lot of people doing their own thing. I would encourage everyone who reads this message to help spread the word on why BC TEAL is of such importance and why all EAL professionals should join and maintain membership. I found a professional home in BC TEAL, and I hope you all do too.

# Magic in the EAL Classroom

Submitted by EAL Teachers and Students from across British Columbia

**IN CELEBRATION** of English as an Additional Language Week—November 20-26, 2016—BC TEAL invited EAL instructors and students to submit their recollection of a moment of Magic in the EAL Classroom. Submissions could be in the form of a story, a poem, a tweet, a video, or a song. All entries were submitted into a draw for prizes. Here, we are happy to share a selection of the many submissions we received.

## My Magic Moment: Interaction in Action

Laura Blumenthal, EAL Instructor  
Douglas College, New Westminster, BC

**I DON'T** think my "magic moment" was that unusual, but it was just that kind of moment where you feel that yes, there is magic happening in that classroom. It's when the stars align right, what you planned works even better than you thought it would, and you have the presence of mind to step back and simply enjoy it.

Mine was yesterday. I was teaching a low-level academic reading/writing class, and I planned a different kind of jigsaw reading activity. The class is a very special class with just the perfect dynamic—there's a nice mixture of nationalities, and the students are motivated and work well together.

The textbook I'm using had two readings in one unit that were similar. Rather than having all of the students read both readings, I decided to have half the class read one and half read the other, for homework. Because the gender mix is pretty good in this class, I had the men read one text and the women the other. There was nothing particularly gender specific about either text, but it was a nice convenient way to let the class self-divide. They also had comprehension and vocabulary questions to answer for their particular reading.

When they came in this particular day, I had them sit in same-gender groups and share the readings. They were to discuss the main idea, retell the story, and share their answers to the questions. I had also prepared answer keys for both readings. When each group was finished, I'd visit the group, answer questions, and show them my answer key for their reading. Then they discussed further, after I left and went to the next group.

Then I jigsawed them, which resulted in groups of two women and one man (as there were two men who had not done the homework and were assigned to sit in the back and do the homework while the others worked together). This worked extremely well, as the women are generally a bit stronger in this class, so because each group only had one man who had done (and now knew thoroughly) the one reading, he became the expert, explaining his text to the women, who in turn explained theirs to him. The interaction

was noisy and the learning was palpable. Every once in while someone would call me over to ask a question, but for the most part the groups were working independently. Each group was eagerly interacting, sharing, and increasing their knowledge actively. I was able to step back and watch, all the while grinning proudly.

As the activity wound down, I saw the satisfaction on the faces of all participants, and they came back from their break ready to dive into the next activity. Interestingly, the topic had been cultural differences between Asian and North American university classes, and I think they must at some point have realized that this type of interaction was part of that difference, making their discussions all the more relevant.

## Magic in the Classroom

Ellaha Rahimi, Linc 6 Student  
Windsor Neighborhood Learning Center



**Multiculturalism**  
**Asking for help or information**  
**Gathering under one roof**  
**Interacting with each other**  
**Create new relationships**

Continued on next page

## Magic in the Classroom

Biss Jordahl, LINC Instructor  
ISSofBC

A "MAGIC MOMENT" happened this past week in my LINC 2 class. Our unit topic this month is banking, and I have one particular student who had expressed a real desire to learn how to talk to people at the bank. Previously, she has always relied on her husband, who is also in my class, to conduct any banking activities. She is a timid, sensitive, and shy but determined English student ... slightly hesitant to use her English outside of the classroom because she can't get it 100% correct. Over the past months, I have been working to build not only her skills, but also her confidence, and in the past weeks, we have been working hard in class to learn banking vocabulary and basic banking conversations.

On Wednesday, she came to class and proudly informed me that she had gone to the bank the day before, *by herself*, and had cashed a cheque and made a deposit to her account. She recalled the conversation to me, telling me what she had said and how the bank teller had responded. The language she used, from banking terminology to conversation management phrases, are all new to her from just the past few months! She and I are both so proud of her! She has been working hard and the varied practice and encouragement she gets in the classroom in paying off!

## Magic in the Classroom

Lilian Jiang, LINC 6 Student  
Windsor Neighbourhood Learning Centre

Listening is magic  
It likes the sensitive ears  
Would make you hear the secrets of the world

Speaking is magic  
It likes the flexible wings  
Would make you freely fly around the world

Reading is magic  
It likes your imagination  
Would make you dream of the heaven of the world

Writing is magic  
It likes a beautiful pencil  
Would make you write love stories to spread  
in the world

## Magic in the Classroom

Heidi He, LINC 6 Student  
Windsor Neighborhood Learning Centre

Fantastic *to learn* English at school  
Wonderful *to meet* the nice teacher  
Incredible *to make* new friends  
Amazing *gathering* of cultures  
The world *not confusing* anymore  
The *warm feeling* always there  
*Enjoy* life and learn  
*Keep going*

## Magic Moment in the Classroom

Lian Clark, EAL Teacher,  
Immigrant Services Shuswap, Salmon Arm, BC

**TEACHING** Syrian refugees in a small community, I've witnessed many inspiring moments. One day, a female student looked quite wearied, but she wouldn't tell me what's going on, and I thought she might be exhausted from running a busy household with one newborn, one toddler, and two preschoolers. Since we were learning feelings, emotions and health related subjects that week, she inspired me to talk about "relaxing", "breathing", "serenity", "reality" and "accepting the reality". Yes, that was the Yogi part of me who was teaching. Surprisingly, the class went very well with good laughter and participation by everyone.

Two days later, when the same lady didn't show up for class, another student told me it was because her brother got shot in the head three days ago in Syria, and died in the hospital that morning. I was in shock by the news, and upset with myself for not being considerate of refugees' difficult and traumatic situations. The class needed to carry on, but I was not in a position to teach. I decided to give some written assignments to ease my own despair.

The class was in silence, as everyone was overwhelmed by the tragedy. Walking in the classroom, I gazed towards the window. That's when I witnessed the magic moment. Outside, the leaves of a pin oak were changing colors as fall was just around the corner. That beautiful living tree was thriving with leaves changing colors. Inside, the students were focusing on their assignment in silence. It was like an epiphany. Unexpectedly, it dawned on me; life goes on and both my students and I continue learning. Despite obstacles we continue our lives, and we never stop learning.



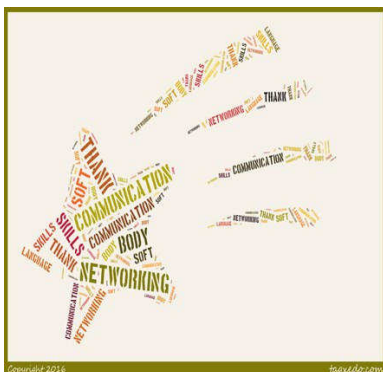
## Magic in the Classroom

Jennifer Walsh Marr, EAL Instructor  
Vantage College, UBC

**ABOUT 16 YEARS** ago I was teaching ELSA (or was it still LINC then?) in a facility rented from a Baptist Church in Surrey. We were just 8 women studying at a CLB 3+, getting tighter and tighter knit as the summer went on. There was Gloria from Columbia, Rita from Taiwan, Shazia from Pakistan, Abeer from Syria, HeeJin from Korea, Tina from Taiwan, Nejmie from Iran and me, their twenty-something instructor. The students ranged in age from thirty-something to forty-something, and all had children in the public school system. The students did not understand why I did not yet have children and said as much, but that's another story. After going through the expected task of role plays speaking to your child's teacher, students indicated they had more to discuss regarding their children's schooling. In particular, what was with all the talk about sex? Regardless of the country from which they came, the students were quite curious, some concerned, about the conversations around sexuality in Canada, the school district, and the media. This was the era of "don't ask, don't tell," and while the local school district was extremely averse to realistic conversations about healthy sexuality, my students knew more was going on elsewhere. To explore the topic, I found an article in the local paper comparing the stifling climate and lack of discourse locally to that across the river. The article began with something like: "While students in New Westminster practise putting condoms on cucumbers, students in Surrey are getting pregnant at higher rates than teens anywhere else in the province" to which a student from a more tropical climate replied indignantly, "In my country, we use bananas!" And that's when the magic happened. When the laughter subsided, the deeper conversations began.

## Magic in the Classroom

Elahe Nazeri Rad, Linc 6 Student  
Windsor Neighborhood Learning Center



Greetings  
Compliments  
Thank you  
Please  
Communication  
Body language  
Soft skills  
Networking

## Magic in the Classroom

Alice Jiao, LINC 6 Student  
Windsor Neighborhood Learning Centre



Listening, speaking  
In a magic classroom  
Use another language  
Challenge yourself, improve  
Day in and day out  
Reading, writing  
In a magic classroom  
Interact with other people  
Highlight your life  
Change your perspective and  
change your world

## Magic in the Classroom

Dan Reilander, EAL Instructor  
Vancouver, BC

**I HAVE** been teaching ESL at a private language school for many years now. Teaching is really rewarding, and I like to teach beginners. Often the school assigns me a beginner writing class, and the class is at first a little confused by my enthusiasm. "Writing class?" they wonder, "Isn't that supposed to be dry and boring." They look intrigued when I tell them that I like writing, and, "This class is going to be fun."

Despite that, many students struggled to improve their writing, make correct sentences and use any new vocabulary. Chan spent a long time thinking about his sentences, but when he actually produced one it was full of mistakes. Unfortunately, the class would be finished before he could complete his paragraph.

Near the end of the first week I told them a story about my "Perfect House." When I described it, it sounded like a house that Johnny Depp might own in Hollywood. It was very well-appointed with a golf course, pools, a 17-car garage, tennis courts, rooftop garden and an elevator because, "I am lazy."

After I gave them their papers the students wasted no time putting down lots of ideas on their papers, and they were good. However, I knew that Chan probably wouldn't do well, with such limited ability. I didn't want to make him anxious, so I didn't bother him while he was writing. But, near the end of class I finally asked to see his paper. To my surprise, his paragraph was done! I remember one stunning detail from his perfect house: it had a roof that would open up to the sky, so he could see the stars! I wasn't expecting that one!

Continued on next page

## Magic in the TESOL Classroom

Shawna Williams, TESOL Instructor  
Vancouver Community College

**DOWN AND DISCOURAGED.** That's how I was feeling earlier this year. Dismayed about the state of the EAL industry with ongoing government cuts and instability. Many excellent teachers had lost their positions and I saw LINC instructors burning out. I also had to deal with my own imminent job loss as IRCC cut all our funding. How strange to leave a job where the position simply would be no more; no one to step in and shape it in their own way. While there were some work opportunities, I wasn't feeling inspired about how I fit into the big picture world of EAL. So I took a few months—a fallow period—to recoup.

In the fall, I was asked to teach a few sections of the TESOL certificate program at VCC. I've always enjoyed working with pre-service and in-service teachers, so I readily said yes, still with a weariness about the state of our sector. In the back of my mind, I questioned why these decent, intelligent human beings would even want to enter into the up and down world of EAL. I kept these thoughts to myself, determined to step into the classroom and do the best that I could, hoping to help this group of students meet their goals regardless of my personal frustrations.

In the end, this incredible group of students re-inspired me: that mix of students where the chemistry is just right, that awesome, ineffable quality teachers stumble upon a few times in their careers. Not a single student fit the stereotype of the know-it-all, nary a complainer, not even a continually tardy individual. They all simply “fit”: an almost equal mix of women and men; international students and Canadian raised; those fresh out of university and a few retirees entering a second—or third or fourth—career path. They were a true microcosm of Vancouver, as one of them so aptly described. All brought incredible richness to the class, sharing their experiences and future ambitions.

I felt a sense of *natsukashii*—sentimentality—for those enthusiastic to venture abroad (reflecting on my own years overseas), and inspiration and awe for those who ready to journey on a separate path, after leaving established careers. Each time I stepped into the class, I was thrilled to connect with these incredible people, all were also model students. They engaged readily, participated enthusiastically, asked difficult and engaging questions, and supported one another.

I cannot stop thinking about this group, and how they unknowingly helped me out of a slump. At their ‘graduation’ I simply did not want to say good-bye. I hope they stay in touch. I'm curious what the future holds for all of us. But what I will remember most of this fantastic collection of individuals is nothing short of *Magic in the Classroom*.

## Magic EAL Moment (Found Poem)

David Tang, LINC 6 Student  
Windsor Neighbourhood Learning Centre



Gathering, Meeting, Learning, Sharing.  
Classmates from Many Cultures.  
Field trip, Potluck, Job Fair, Halloween.  
Making Friends in English.  
Practising, Improving, Growing, Building.  
Becoming Part of Canada.

## Magical Moments in LINC 2:

Yvonne Vandervelden, LINC 2 Instructor  
S.U.C.C.E.S.S., Surrey-Delta Service Centre

**BY THE END** of each month, the students and I have often grown weary of the Topic of the Month. This past week, we were wrapping up our unit on Housing and Furniture and I couldn't get the creative juices flowing. The students were working on writing proper sentences explaining the position of furnishings in various rooms using prepositional phrases: *The coffee table is in front of the sofa. The chair is behind the table. The lamp is on the end table.* The assignment was challenging enough, or so I thought, for LINC 2 students.

But surprisingly, one of my more challenging, often unimpressed students wanted to show off by sharing her sentence: *The coffee table is in front of the sofa **on the rug**.* Not to be outdone, another student piped in with a new sentence: *The stove is in the kitchen **between the fridge and the sink** across from the table.* And so it went as one student after another tried to outdo the previous sentences by stringing together various prepositional phrases until we had a string of about eight phrases which all made sense. I think the magic lay in the fact that I wasn't the one who created the teachable moment and in the end, we were all laughing, lifting our weary spirits as we wrapped up the Topic of the Month!

## Magic in the Classroom

Suzanne Paquette, TESOL Student  
Selkirk College, Castlegar, BC

**I AM** currently a TESOL student at Selkirk College, in Castlegar. I made the decision to pursue this area of study as a radical mid-life change in careers. I had hoped that the opportunities presented would push me to grow in new directions.

The magic has happened for me in so many ways, both as a student and teacher. With the support and encouragement of all my instructors, peers and my Sponsor Teacher, I have been able to stretch myself.

I realize magic happens when I let go of the controls, and let the lesson be guided by the goals and students' needs. I am the type of person who generally needs to have a sense of control, but one of my most successful lessons took place when I was able to recognize the students were working on some critical concepts, and I let the lesson go where it needed to, rather than follow my initial plan. This was where the learning was happening! They were so engaged and worked so hard – it was magical to be part of that.

I have experienced magic when I see that students understand what I am trying to convey; a facial expression, or a question or comment from them that confirms they understand. In one particular case, our class was working on a rather difficult concept, and one of my students asked for some clarification. When I asked her to explain what she thought, she was right on the money! That was so exciting!

Being new to this world of teaching has created a lot of magical moments for me, and I could go on with other examples. Those situations reinforce the main reason I chose this path – to connect with and make a difference in people's lives. I am seeing this happen in the classroom when I teach, and it is magical to realize I can do that!

## Magic in the Classroom

Slava Chibrikov, LINC 6 Student  
Windsor Neighbourhood Learning Centre

**THE STORY** of my learning English and increasing confidence in using it may look like magic. The wizards in this story are my teachers who are very creative and supportive people. But let me start from the beginning.

My name is Slava and I came to Canada from Ukraine. I started learning Canadian culture and language when I joined the LINC program. As a new immigrant, I was confused and stressed by the differences between Ukrainian and Canadian culture. On another hand, this new culture gave me great opportunities for development. I wanted to be part of a culture but didn't know where to start. My wife was the first

person to provide me with a good advice on where to start. She said that I should join conversation clubs and be part of the community. At the same time the teachers at school encouraged us, students, to go outside and talk to people. So, I decided to try. But I wondered, how could I talk to people when I barely spoke English? I even didn't like to talk to strangers in my native language! But I only had one option - to just go and see what happens.

At my first conversation meeting I was very nervous. Only motivation and curiosity pushed me to go there. By the end of the first meeting I felt that it was a disaster. Moreover, I was so nervous that I couldn't stop sweating.

Once my teacher said a very interesting phrase that totally changed my mind about conversation clubs. It was: "Fake it till you make it." It had so much meaning to me that it has become my motto. From that point on I was mentally prepared for challenges and tried to fight the sweating by keeping an extra t-shirt in my backpack.

Soon, I found a volunteering position for which I had to make presentations and speak in front of people. It was a fascinating and exiting experience, but no one expected that in a few months I would be interviewed on the CBC Radio. It really sounds like a magical story to me.

If one year ago someone would have said to me that I would meet people from 45 nationalities in conversation clubs, volunteer to speak in front of people, and have an interview on the radio, then I would have said that this person was crazy!

## Magic in the Classroom

Michael Wicks, Retired EAL Instructor  
Nelson, BC

**MY CLASS** agreed to a policy regarding lateness: if you were late, you had to sing a few bars of a song before sitting down. The day after implementing the policy, a Korean student, who was never late for class, arrived late and announced that he was ready to sing. He began to sing, loudly, and passionately, with a beautiful voice. His song was a popular patriotic Korean song, which, within seconds, drew all the Korean students from nearby classes, who joined in to finish the song. Tears, laughter, enjoyment, and amazement swept through the school.

That moment, truly, transformed our morning and our appreciation of our Korean students: What qualities helped that happen? The teacher was open-minded, democratic and enthusiastic; the student was passionate, committed, talented and a risk-taker; and the administration had created a safe, open area and encouraged student-centred learning.

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## Magic in the Classroom

Jennifer Peachey, EAL Instructor  
Global Village Victoria

### *Magic*

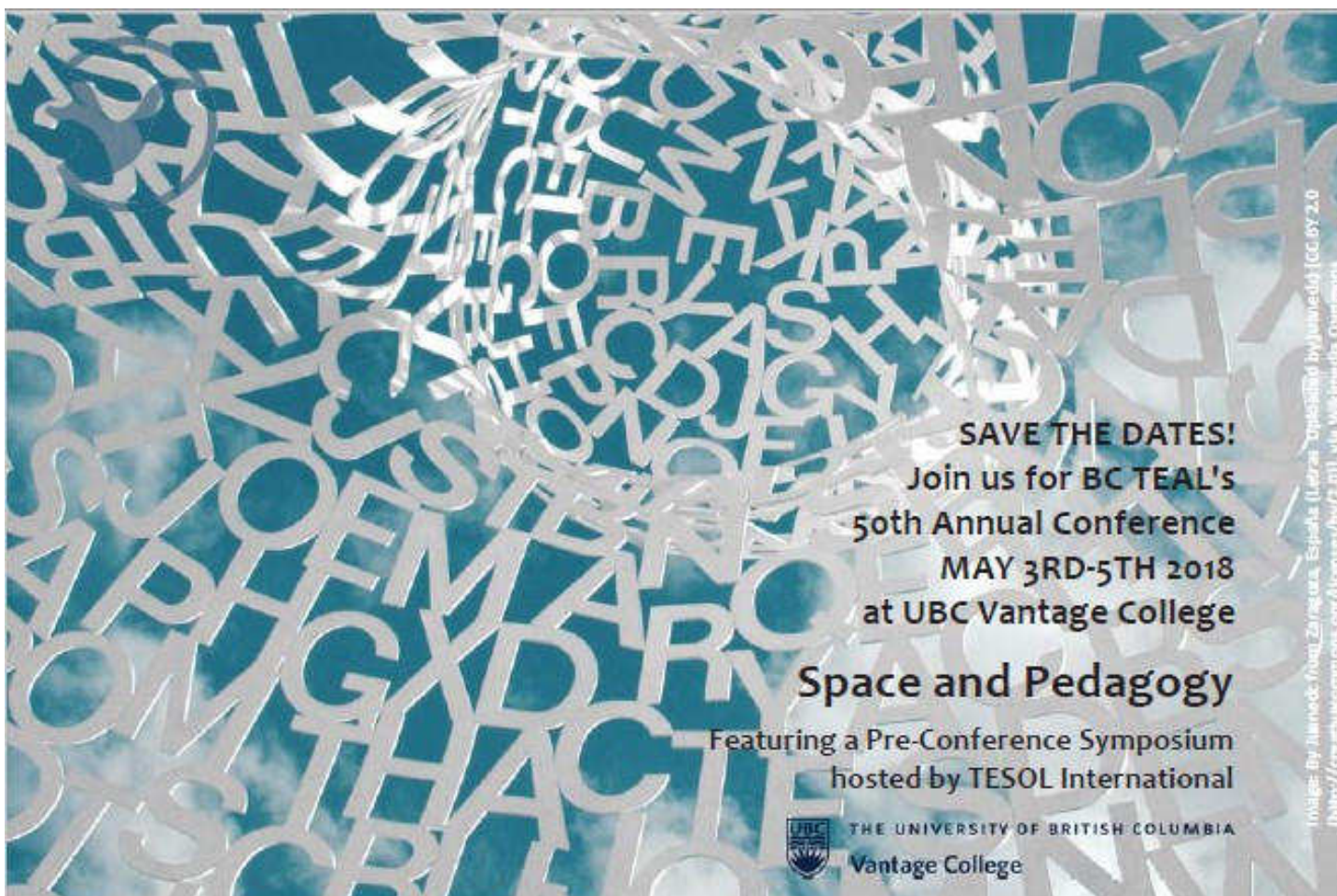
- i) *a quality of being beautiful and delightful in a way that seems remote from daily life*
- ii) *the power of apparently influencing events by using mysterious or supernatural forces*  
([en.oxforddictionaries.com](http://en.oxforddictionaries.com))

There is only one picture frame that sits on my desk at home. It is simply two plates of glass on a stand with old photos between them. On one side, three ladies are sitting on a couch with their outside arms extended over their heads to create a heart shape. Three floating cut-out heads frame them. On the other side, six head shots are superimposed around a picture of me holding flowers, a card, and a balloon. The pictures are both reminders that I had been showered with love and gifts for “Teacher’s Day” for the first time in my life and by very special students. Julietta, Boram, Philip, Janice, Gregor, Laura and YuYu had a mysterious magnetism from the moment they opened their mouths in my class. Although it’s hard to say if I was under the spell of their collective energy right

away, I did let out a silent sigh of relief knowing that this small advanced academic class was going to be so much more than I had hoped. They were welltravelled, open-minded, kind, courteous and funny. They were certainly “delightful in a way that seemed remote from daily life.”

I had never had a class that was so enchanting, and I haven’t had one like it since. It may not have been supernatural forces influencing the class but it truly was a magical place to be for the few months we were together. There were tearful good-byes when our little group had to go its separate ways, but we have stayed in touch over the years. These young stars have gone on to find impressive jobs, gotten married and had children. Occasionally, I get a note from one of them just to update me on their lives. Philip even came back and studied with me a few years after he left.

I treasure my one lonely picture frame because I can hold it in my hands and be filled with the memories of those extraordinary students and the spellbound days we spent together. As time passes, I can’t remember what made us laugh or how the students’ English skills improved, but I remember the magic! And it makes me smile.



**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  
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# LearnIT2teach Project Update for Settlement Language



Jennifer Chow and Paul Carter had a wonderful experience connecting with colleagues and learners at the BC TEAL Conference this year. The excitement around LearnIT2Teach, EduLINC, and the recent additions to support PBLA was fabulous to see, and the ideas generated by their workshop were evidence of BC LINC teachers' enthusiasm and professionalism in the field.

These are exciting times for LINC teachers and learners. Moving forward to 2020, the LearnIT2teach Project will continue to provide both EduLINC blended learning courseware for LINC classes coast-to-coast-to-coast, and training for teachers to use the courseware to create and tailor blended learning classes. The addition of PBLA resources and updated learning objects that function across devices and browsers are just two of the many exciting new developments with LearnIT2Teach and EduLINC. As always, the project team continues to augment and improve what is offered to learners, teachers, and LINC service providers in this new digital age of settlement language acquisition.

The LearnIT2teach team will continue to:

- Provide Stages 1, 2, 3, 4 of teacher training through a coast-to-coast network of expert mentors and regional partners;
- Create and distribute informal professional development through the twitter feed, articles, and podcasts on the project portal and Tutela webinars;

- Offer support and real time assistance with the Live Help chat option at [learnit2teach.ca](http://learnit2teach.ca);
- Provide online training in Learning Technology Innovation Leadership to sector managers and aspiring lead teachers;
- Apply a strategy for continuous improvement of all the tools and services through a Participatory Action Research model.

Some of the highlights to watch for in 2017 – 18:

- Updating the learner courses to CLB levels from LINC levels;
- Further developing tools and techniques to support PBLA;
- Continuing to modify and update the courseware to support delivery across browsers for computers, tablets, and cellphones;
- A pilot of synchronous online delivery of Edulinc courseware for learners who have geographical or other barriers to conventional face-to-face learning;
- Consultation with the IRCC-funded language training sector to move ahead the national learning management system project.

Funded by:

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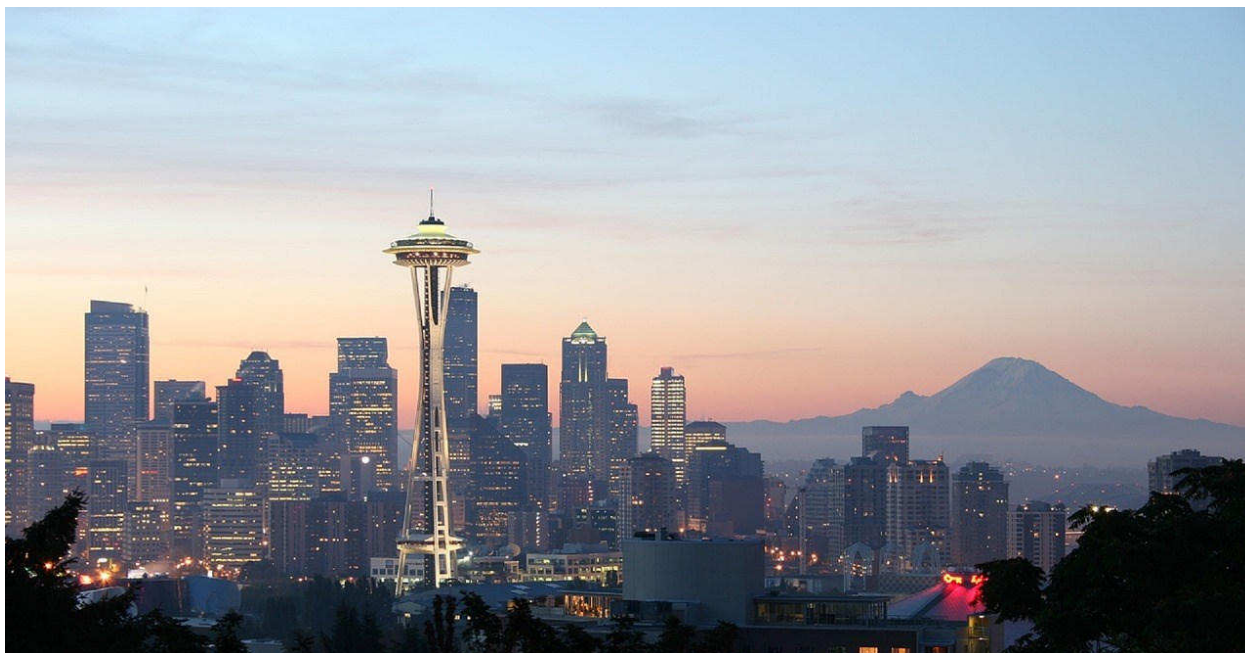


# Seattle: Four Days of TESOL and Remembering Brilliant Story Tellers

by Mark Rosvold

On Monday March 20<sup>th</sup> I began my journey from Kelowna down through Vancouver, over the border, ultimately ending up in Seattle. After a rather long day having taken two different buses to arrive in the coastal city, I was a mixture of exhaustion and unbridled excitement for the 2017 TESOL annual conference that was about to begin the next day. Rolling into the city that gave birth to Jimmi Hendrix, Kurt Cobain, and the inimitable Dale Chihuly, I surveyed my surroundings and determined that I was about to experience an incredible week. I was entirely correct with that determination.

structures, whereas an ever tightening inward spiral represented the structure of Asian essay construction. The significance of this seemed to be the recognition that the two styles of writing directly contrasted one another. As such, Asian students often tended to try and lead up to what would be considered the opening thesis statement in English essay formatting, coming to it where the concluding paragraph or denouement would be expected. This finding in her research seems to have practical implications in her attempt to work on techniques to improve thesis statements in ELLs.



Tuesday morning pulled itself through Monday's night, and found me waking early to make it to the morning of Master's Student Forum poster presentations. Unfortunately, given the sheer volume of high quality posters—a sentiment that extends throughout the entirety of the conference—there will only be mention of select individuals' work in this article.

At the risk of reducing a substantial amount of research and work put into each poster, I will attempt to concisely convey some of the main ideas that I found in certain presentations. In one titled "Thesis Statement Construction of Native and Nonnative Speakers of English", an interesting cross cultural issue was discussed. With a difference in the pedagogy and philosophy of writing between many Asian students and their American counterparts, these graduate researchers found a possible reason why some Asian students in their classes/study were struggling. Described to me via a visual aid, Chelsea Novotny revealed how a T-shape structured English essay

Later in the day I attended a particularly unique presentation given by a master's student named Paul Bisagni. The focus of his presentation was aptly captured in the title "Queer Identity in the ESL Composition Classroom." For the most part, his presentation was conducted in a manner that was interrogative and exploratory in nature, rather than having a didactic approach. It's challenging to express the scope of his project, as he seemed to be enmeshed in this himself. However, what I took from it was the importance of recognizing positionality. With this, he explained the fluidity of self, which can become even more complex with additional languages and culture mixed in. Finally, in some of his preliminary research he concluded that there are numerous cases of queer people moving to English speaking countries primarily to explore themselves in a new language of expression. Given the trajectory of his research it is safe to say that his presentation was done to promote awareness of peripheral matters

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sometimes forgotten as instructors seek to teach grammar, vocabulary etc.

Next I would like to try and capture the truly awesome opening keynote given by none other than Sherman Alexie: “Power and empowerment: An Urban Indian’s Comic, Poetic, and Highly Irreverent Look at the World.” Sherman was the first to admit that he was an odd pick given his near complete lack of direct connection to TESOL and EAL in general. Yet, while he said such statements with a good humoured, if not slightly self-deprecating delivery, he nevertheless did a tremendous job, even given his unusual credentials.

The strongest point of his speech in my mind was the assertion he made about immigration. We are clearly living in turbulent times, and given the conference’s location, the USA, the issue of immigration and travel, both of which are vital aspects tied into TESOL matters, was on the tip of everyone’s tongue. With that said, I must admit that there seemed to be hesitation by some to openly talk about what is taking place with the current president’s policies. Sherman Alexie was not one of these people. He summarily stated that if he as an American Indian, speaking for his people, could accept refugees, which he assured us is the case, well then anyone who couldn’t was...an unsavory individual. If the first peoples of the land, who have experienced so much negativity because of immigration, can welcome newcomers, no one else should be able to do anything but. As such, he lauded TESOL and EAL instructors and researchers for being people who welcome and facilitate the immigration process of so many individuals. Sherman ultimately has the gift to educate and direct through the process of narrative, in a most beautiful and compelling way. And when contemplated alongside the presentation I will discuss next, “The Neuroscience of Stories: Why our Brains Love Them”, perhaps Sherman is more connected to TESOL than he thinks.

Curtis Kelly and his ideas on neuroscience and stories may have been the most fascinating presentation of any that I was privileged enough to attend. I believe this sentiment was shared by others beyond myself, as the room was so packed that people were sitting on every square foot of free space peppered around the chairs in the room. In fact I made a temporary friend with a woman who was literally sitting at my feet.

We all sat with deep attentive curiosity as Curtis began explaining the process by which we learn most effectively through the narrative arc, and something he called nanorecall. Essentially, when we become engaged in the story, our brains begin releasing dopamine, which is involved in deep learning. Along with dopamine comes oxytocin and cortisol depending on whether we are feeling empathy or distress. This pleasure and chemical experience helps create stronger bonds, and greater capacity for recall. In case we were dubious about this, he most cleverly wove this into his presentation. At one point he had a list on the screen with a variety of words, which he left up for a substantial amount of time. Then, he also included

a story during another point. At the end he asked us to discuss with others what happened during the story, and also, what we could recall about the list of words. Not surprisingly, given his assertions, we were all able to tell the story, nearly verbatim, while most of us struggled to remember even one or two of the words on the list. Finally he talked about how we have predicting computers in our heads, that is, our brains. Our brains work in such a way that they are always predicting and evaluating possibilities. Therefore, given the narrative arc style that stories are told in, our brains essentially tap in and begin a process of embodied simulation. This last idea is complex, but basically deals with the making of meaning. And of course, we want students to find meaning in what they learn. So, perhaps we should practice story-telling, taking a note out of Sherman Alexie’s numerous books, to become more effective teachers.

Last, I would like to make mention of the quality of presentations by members of BC TEAL. Jennifer Walsh Marr gave a great presentation titled “Infusing a First Nations Focus in a Disciplinary EAP Course.” What I found to be most impressive about her presentation was the fact that she showed how grammar instruction was linked to critical thinking. By teaching the passive voice and looking at government documents with her students, she could illustrate complex issues of representation and partial truths. Finally, though I must admit this is no longer chronological, I have to express my appreciation for Scott Douglas’ presentation that took place early in the week, titled “Breadth of Vocabulary Thresholds Supporting Postsecondary Reading and Writing.” I had seen this presentation once before, at a previous conference, but I always relish watching Scott present. His evident passion comes through in that he can make an engaging performance out of something as seemingly dull as vocabulary. There is a lot of information, and data in his presentations but he balances it with personal anecdotes. It reminds me of what good literature is, instruction with delight. And as has been established, telling stories and filling readers and learners with delight has been quantifiably shown to improve recall, and make for a more meaningful learning experience.

Perhaps, had I been bolder, I would have attempted to write a narrative in order to convey all that I learned while in Seattle; because honestly, to try and effectively summarize the experience of 5 days in a foreign city, hearing the brightest and best explain their research, is admittedly hard. However, I hope that this gives a glimpse at how incredible and informative the 2017 TESOL conference was.



Mark Rosvold is a graduate student on UBC’s Okanagan campus, where he is completing his MA (Interdisciplinary Graduate Studies). He is also a teaching assistant, research assistant, and has worked as a cultural liaison for visiting EAL and EAP students.



## Call for Submissions

### **BC TEAL Newsletter**

The deadline for submissions to the next issue of *TEAL News* is September 30, 2017, with publication in November. The theme for the Fall 2017 issue is **"Reaching Out with Technology"**. Please contact the incoming editor, Natalia Balyasnikova, with your submission ideas: [editor@bctéal.org](mailto:editor@bctéal.org).

### **BC TEAL Journal**

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

The *BC TEAL Journal* invites the submission of original previously unpublished contributions, such as research articles or theoretical analysis, classroom practice, and opinion essays, from all sectors and experience levels represented by the BC TEAL membership. Research type articles 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. We are currently accepting papers for publication in 2017. 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.

Recent articles published in the *BC TEAL Journal* include topics such as:

- Writing effective TESOL conference presentation proposals;
- Using canine assisted therapy with international students in British Columbia;
- Gathering writing centre feedback from students from diverse linguistic backgrounds;
- Understanding metacognition and additional language acquisition for EAP students;
- Defining, learning, and measuring academic language in K-12 settings;
- Supporting adult learners with refugee experience through English instruction; and
- Service learning for EAL students.