



# TEAL News

Summer 2018

[www.bctéal.org](http://www.bctéal.org)

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



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## Contributors:

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## Greetings BC TEAL Members!

**IT'S MY PLEASURE** to introduce myself and share a few ideas for the next two years in my role as President. I've been involved in the EAL profession all of my life. I'm the daughter of immigrant non-native English speaking parents, so I have the lived experience of how language or accent can lead to "othering". For the past 27 years, I've worked in both the private and public sector as well as worked internationally in Mexico, Chile, and Greenland. Currently I am a Senior Lecturer at Thompson Rivers University where I teach in the EAP and TESOL Certificate programs. I begin a one-year sabbatical on July 1<sup>st</sup>, and during this time, I'm looking forward to serving the BC TEAL membership.

My history with BC TEAL is extensive. I spent two years on the Board as 1<sup>st</sup> Vice President, initiated the Regional Rep program, and served as Coordinator for the Regional Reps for several years. I've co-chaired the annual conference, as well as two regional conferences, and worked closely with the Board when I co-chaired the TESL Canada 2012 conference in Kamloops.

I have a BA in English Literature & Psychology, TESL Certificate from VCC, MA (Curriculum & Instruction) and PhD (Curriculum Theory) from SFU. EAL is the only career I know, and it's a career path that I have always been proud of. I also know that wouldn't be where I am today without amazing colleagues and mentors. The work we all do to support language learners is some of the most important and empowering both locally and globally.

I feel that the current Board is a strong and committed group, and we will be able to accomplish a lot with the support of the membership. If you have ideas or would like to get more involved, there are always committees that need help, conferences and regional activities that need organizing, and articles to write in the newsletter and journal. Please reach out to me or other Board members and let us know how you would like to be involved. The sustainability, growth, and success of BC TEAL is the responsibility of all members, and I'm looking forward to connecting with as many of you as possible to listen, respond, and work together to support those in our profession and the students we teach.

Respectfully,  
Karen Densky, PhD; BC TEAL President



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

**WELCOME TO** the Summer 2018 Issue of TEAL News!

The common strand weaving the articles of this issue together is *open spaces*. We were inspired by the energy of BC TEAL's Annual Conference to showcase exciting work that opens spaces for student engagement (see the article by V. Surtees), for collaboration and growth (see the article by C.-A. Gotta), for inquiry-based learning (see the article by S.R. Douglas), and for critical reflections (see the article by J. Ship).

In addition, I encourage you to read the updates from BC TEAL and the TEAL Charitable Foundation. Make sure to read the first profiles in our series of mini-introductions of BC TEAL Board Members. In this series we share our reflections on the profession and visions for our Association. The TEAL Charitable Foundation feature recognizes this year's award recipients and their dedicated work.

This issue's *Conversations with* features a multimodal interview with Dr. Mahboob. The interview was recorded live during BC TEAL's Conference and has been uploaded to [BC TEAL's YouTube](#) page. P. Sah who conducted the interview shares his reflections on this experience as well as some highlights from his conversation with Dr. Mahboob.

Our newsletter closes with *In Memoriam* feature. Jennifer Pearson Terell's article celebrates the life of Pat Wakefield, the founding President of BC TEAL, who opened so many spaces for English language teachers throughout British Columbia.

I hope that this issue will encourage you to open spaces in your own work...spaces for engagement, reflection, and celebration. As always, we are grateful for your feedback on any articles published in this issue. If you have any ideas or suggestions for upcoming newsletters, we will be happy to hear from you! Before signing off, I want to thank Shawna Williams and Jennifer Walsh-Marr who have given their time to assist with the production of this issue.

Sincerely,  
Natalia Balyasnikova, *TEAL News* Editor



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



# Meet the Board

by Natalia Balyasnikova

*In this and upcoming issues we will be introducing BC TEAL Board members, some new and some returning. We hope that these introductions will help our membership get to know the Board better and maybe inspire some of you to join us!*



(from left to right) Dr. Ken Beatty, Jennifer Peachey, Dave Levine, and Michelle Ronback

### Dr. Ken Beatty | Chair Website Committee

I got into ESL because I was teaching high school English and everything I knew about Shakespeare wasn't helping. I went from there to 16 years teaching university in Chongqing, Beijing, and Hong Kong, where I completed a PhD in CALL, and moved back to Canada then to Abu Dhabi for a couple of years. Now I teach MA and EdD students online and write textbooks. My role on the BC TEAL Board is flexible; I pitch in where I can, when I can—as everyone should!

### Jennifer Peachey | Regional Representatives Chair

British Columbia is a big province and we have members spread far and wide across the entire province. Our Regional Representatives Committee is here to bring professional development opportunities to every member. Whether they are creating events for EAL Week, a social-networking event, or a webinar, the reps are working hard around the province. My hope is that every member feels that they are benefiting from being part of this dynamic organization because of the hard work this committee does!

If you are in the Kootenay Region and the Northern Region, there are currently opportunities for you to volunteer as Regional Representatives. Reps work to provide two to three opportunities to meet with their colleagues throughout the year for networking and professional development. They also meet via Tutela with reps from other regions to brainstorm ideas and share feedback from events. Reps work with a yearly budget and are supported by the committee chair.

### Dave Levine | Treasurer

I hold a degree in English Literature from UBC, and a TESL II certificate from Douglas College. I taught at S.U.C.C.E.S.S. full-time for three years in the LINC program. Currently I am the Advanced IELTS Teacher at VanWest College, in Vancouver, teaching curriculum of my own design.

I began teaching clients and small businesses how to manage their computers decades ago; I was very glad to qualify and begin teaching EAL five years ago. My goal was to teach EAP, which I realized two years ago. BC TEAL has been a foundation for my ambition from the beginning, not just for the wonderful PD it offers, but because of the amazingly supportive community. I'm excited to be able to give back to the organization, and to offer the benefit of my skills. Previously I served my strata council as Treasurer for two years, and as President for three.

I write a novel for fun every November, while leading the Municipal Liaisons for the Greater Vancouver region of National Novel Writing Month, which I have organized for seven years.

### Michele Ronback | Private Sector Representative

My first introduction to teaching English came at a young age in Ottawa, when my mother encouraged me to volunteer to help refugees from Vietnam in 1980. This rewarding experience later inspired me to take on a role at a non-profit in Montreal, teaching English to refugees and landed immigrants.

Since arriving in Vancouver in 1996, I have taken on several different roles in international education, including teaching, program coordination, curriculum development, marketing and school management. The study of language and culture has always been a passion for me, and working in this field has been consistently rewarding. Participating in BC TEAL has shown me the importance and necessity for advocacy for both students and teachers and I am proud to be part of such an influential and meaningful organization.

My vision for BC TEAL is for each sector to widen their lens to have a greater understanding of the structure and functions of their counterparts. By better understanding how we all positively impact our province and nation we can elevate the standing of TEAL as a whole, which will be beneficial to all.

# Reaching Beyond the Classroom: Co-opting Students' Mobile Habits

by Victoria Surtees



**AS AN INSTRUCTOR**, I have always felt that my pedagogy should support students in the quest to learn from their interactions in the world beyond the classroom. After all, students tend to view both in-class and out-of-class experiences as an integrated language learning package. In my experience, they often become disappointed or discouraged when they fail to connect with English in their communities. In this article, I suggest some ways that instructors could push the boundaries of their pedagogy beyond the four walls of their classrooms. More specifically, I describe activities that take advantage of the tools students already carry with them: their mobile phones.

## **Our mobile habits**

The key to designing effective mobile activities is understanding the habits that our students have already formed. In a typical day, our students share videos and photos, send texts, record sound and video, and search for information online. Many students even use phones to initiate face-to-face interaction (who hasn't used a cute cat video to strike up a conversation, right?). In essence, our students are using their phones to document, make sense of, and analyze the details of everyday encounters. Some studies have shown that millennials check their phones up to 150 times per day!

If students can happily document what they eat for lunch, they can probably learn to document language use too. The trick, then, is to refocus students' deeply ingrained habits in order to transform their mobile phones into language research devices.

## **Student-led language research**

What would a research project involving mobile devices look like? Students would be assigned a data collection activity involving their phones. For instance, they could photograph texts or signs, interview people, or record short conversations with friends. Students would bring the data to the classroom (or upload it to a shared course site) and in groups, pairs, or as a class, they would analyze it. The analysis might involve identifying expressions learned in class, collecting new vocabulary or structures, commenting on cultural differences or pronunciation, or reflecting on the interaction experiences and how they made them feel.

## **Why bring what's outside inside?**

It's highly motivating. It's exciting to see what others have seen, recorded or said. Activities involving recordings also provide opportunities to experience authentic language use. By listening to the recordings of others, students also learn they are not alone in their challenges. They get used to listening to themselves and others speak English outside the classroom. Hearing themselves as English speakers inevitably helps them to develop English-speaking identities in the classroom as well.

Most important of all, as instructors, by taking their experiences seriously, we acknowledge that our students' goals extend beyond our classrooms. In so doing, we recognize their expectation of an integrated learning experience and provide a useful safe space to discuss troubling encounters and to share triumphs.

*Continued on next page*

## Examples of Student-led Language Research Projects

### *Linguistic landscapes*

**Rationale:** This beginner activity encourages students to learn about local shops, use their own languages in structured ways, and experience British Columbia as a linguistically diverse space.

#### **Step 1: Prepare**

In class, students discuss the different languages they speak and review vocabulary for different shops in the area.

#### **Step 2: Research**

After class, students take pictures of multilingual signs at different shops in their area. They could also ask the shop staff about the languages on the signs and how to spell the names of the languages (they could even record this, if appropriate). Students then upload the pictures and comments to a course Instagram account, bulletin board, or course wiki.

#### **Step 3: Analyze**

In class, in small groups, students share their images: where was the photo taken? What languages were the most common in their area? What were their impressions of the shop? What did the shop sell?

#### **Step 4: Create**

In class or for homework, students work together to create original multilingual signs for an invented business. Once completed, each student or group presents the sign to the class, who must guess the type of shop. Students could also create a multilingual sign for the school.



These activities could easily be adapted to address the needs of all types of learners. An academic writing class, for instance, could ask students to snap pictures of advertisements and use them as inspiration for an argumentative essay about commercialism. In a speaking class, students could take screen captures of texts and discuss the cross-cultural use of emoji.

The possibilities are truly endless!

### *Service Encounters*

**Rationale:** This intermediate activity shows students a broader range of language than what they are likely to see in their textbooks. Students may also encounter rude, or inappropriate language use – something they rarely get to discuss in class.



#### **Step 1: Prepare**

In class, students discuss different ways to order in a café, restaurant, or fast food store.

#### **Step 2: Research**

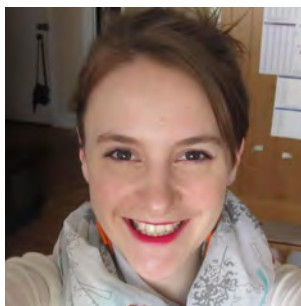
After class, students use their phones to record a few short clips of their interactions with store clerks or servers and upload them to a shared course platform. Ensure that students ask permission to record to conversation. Emphasize that the aim is not to evaluate their performance but to collect new expressions and language that could be useful.

#### **Step 3: Analyze**

In class, students listen to the recordings (or one recording of their choice) in groups. First, students identify expressions or structures they have already learned and note new language. They can then discuss the most effective language for service encounters and evaluate which responses were the most polite and why they think so.

#### **Step 4: Create**

In class or for homework, students develop a lesson or role-play based on the new language they discovered in the interactions. Alternatively, students could return to the same locations with new strategies and report back on their experiences.



**Victoria Surtees** is an instructor and PhD candidate at the Department of Language and Literacy Education at UBC. Her research focusses on English learning in study abroad contexts.



# Inspirations from the Annual BC TEAL Conference at UBC Vantage College

by Cari-Ann Roberts Gotta

I WAS ONE of the fortunate recipients of a TEAL Charitable Foundation (TCF) award to attend this spring's provincial BC TEAL conference at UBC's Vantage College. For me, conferences are an opportunity for inspiration, both to be inspired and to inspire others. Despite presenting at previous conferences, this time I did not present and I found this allowed me to really engage in sessions in a greater way than when a corner of my mind is either thinking ahead to or reflecting on your own presentation. I found the pre-conference symposium and the conference to be three days packed full of learning and inspiration.

The pre-conference symposium with the theme, The Global Citizen and New Technologies, was hosted in partnership with TESOL International Association. The plenary speakers were truly international with Nicky Hockly coming from South Africa, but living in Spain; with Greg Kessler coming from the United States, but spending most of his year speaking at conferences all over the world; and with Ahmar Mahboob

coming from Pakistan, but living in Australia. In keeping with the theme, Nicky asked us to think about what it means to be a global citizen, Greg inspired us to integrate technology into our everyday teaching practices and Ahmar encouraged us to consider authentic projects as learning activities. Fortunately, all three speakers stayed on after the symposium to give key note addresses and conference sessions, so those who were unable to attend the symposium had the opportunity to hear them speak throughout the conference.

Following the symposium, the conference opened with an Indigenous welcome by Musqueam band member Rhiannon Bennett. Building on the conference theme, Space and Pedagogy, Rhiannon spoke thoughtfully about the meaningful indigenization of our learning spaces and pedagogy. She encouraged us to move beyond teaching about food, clothing and traditions to integrate indigenous ways into our teaching practices.

It is always interesting to see the range of interpretations of a conference theme in presentations. This conference I noted the range in the ways that the concept of space was addressed. Some took a very literal approach to the theme such as the cross disciplinary panel discussion titled *Imagining Space and Its Impact on Learning* where the panelists, Derek Newby (Perkins & Will); Diana Freundl (Vancouver Art Gallery); Manbeena Sekhon, Oscar Tsiu, and Brian Wilson (UBC), discussed considerations such as light and acoustics in classroom spaces. Others, such as the presenters of *Creating Space for Disciplinary Literacies: Critical Ruminations*, Won Kim and Brett Todd (UBC), joked that they only put the word space in the title so that their presentation proposal would be accepted. However, their presentation did delve in to the issue of space, space in the sense of making a new context for learning or for building EAL learner capacity across the disciplines of psychology, history, and geography.

Another presentation that examined EAL learners across disciplines was Steve

Marshall's (SFU) *EAL Writing Across the Disciplines: Challenges and Pedagogical Responses*. I had attended a previous conference session to learn about his research of students' use of their first languages in the classroom. That research concluded that students' languages are an asset that instructors should create space for in the classroom (Lin, 2013; Marshall & Moore, 2013), so it is fitting that Steve presented the next phase of the research at a conference with space in the theme. In the second phase of the research, Steve and his colleagues discovered that that their original findings did not always transfer across contexts where instructors of first year science and writing courses found greater challenges to the presence of multiple languages at use in classes and expressed concerns about how the practice of plurilingualism would be viewed when students entered the workplace (Marshall & Walsh Marr, 2018).



Cari-Ann receiving her award from Michael Galli, TCF Chair

Continued on next page

## Inspirations from BC TEAL 2018 *continued*

I have chosen to speak to these particular aspects of the conference as I feel they are a snapshot of the current trends in EAL situated within higher education. It is the space where local meets global and where the boundaries of English language learning are extended every day. I know others chose to attend many of the excellent sessions focused on pressing classroom issues such as implementing PBLA and integrating technology into lessons. At the end of the conference I overheard a couple of teachers on the bus talking about how good they felt to have ideas for integrating technology into their lessons. Ideas that they felt confident they could implement when they returned to their classroom the following week.

If you attended the conference hopefully this reminds you of your take-aways; it is all too easy to leave the conference inspired, only to have those ideas and inspirations fall by the wayside when we are back in the day-to-day busyness of teaching. For me, I was inspired to create a social media presence when I heard Greg Kessler speak at the Summit on the Future of TESOL held in Greece last year. He said that if you do not create a social media presence someone else will do it for you, and you might not like it. Despite the fact that this resonated with me, I did not follow through at the time with any significant online presence; however, seeing Greg again reminded me of that intention and I was further re-inspired when other conference attendees commented on some of the few things I have posted. To ensure that good ideas and intentions are not lost, I encourage you to do as I have and write them down somewhere where you will be reminded to follow through. On that note, I look forward to connecting with you online.



**Cari-Ann Roberts Gotta** has been teaching in the field of English Language Learning for the past 12 years and currently works for Selkirk College in Nelson. She holds a Master's degree in Adult Education from UBC and a TESOL diploma from VCC. Cari-Ann is a past regional representative for BC TEAL and continues to be actively involved in BC TEAL.

### Save the date!

Next year's Annual BC TEAL Conference will be held at Langara College April 12-13, 2019.

**Langara.**  
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# Participating in an Un-conference: My Experiences at Edcamp Kansai

by Scott Roy Douglas

IN APRIL 2018, I had the opportunity to participate in Edcamp Kansai, which took place in Osaka, Japan. An edcamp is an event that puts educators in charge of their own professional learning and development. Rather than having set topics and formal keynote speakers, the day unfolds according to the needs and interests of the participants. It is a kind of un-conference that offers an alternative to traditional forms of professional development. Edcamps have four basic tenets:

- Participants decide on the sessions and the content
- The event is free of charge and no fees are collected
- Rather than relying on formal presentations, everyone can share their ideas
- Attendees choose to join or leave sessions according to their needs (the rule of two feet)

On the morning of Edcamp Kansai, the participants all gathered together in a large room to decide on the day's sessions. This was done by creating the matrix. The matrix was the edcamp's schedule. Creating the matrix started with all of the participants writing topics they would like to discuss during the day on a whiteboard. If there was a topic that other people liked, they put check marks beside that topic. Soon the whiteboard was filled with ideas such as: transdisciplinary learning, vocabulary, writing, content and language integrated learning, student voice, inquiry-based learning, task-based learning, teaching grammar, educational technology, pronunciation, design thinking, learner agency, student well-being, STEM & STEAM, and cross-cultural awareness. Once participants have exhausted their ideas, a volunteer began to determine which topics had the most check marks and grouped together similar topics into one session. These sessions were then mapped onto the matrix to create the schedule. The matrix consisted of three one-hour time slots before lunch, and four concurrent sessions during each time slot. As a result, there were 12 different sessions that participants could choose from during the morning of Edcamp Kansai.

In the morning, the three sessions I attended were: Cross-Cultural Awareness, Educational Technology, and Inquiry-based Learning. Each session had between five to ten participants. Participants all sat in a large circle or around a large table. The sessions began with people volunteering to open up the conversation. Typically, the first to talk was someone who initially proposed the session topic. Then people would join in and share their ideas as well. Many participants gave examples of what they were doing in their classes or posed questions to the group related to their current practice. It was a particularly valuable opportunity to hear about what other teachers were doing in their classrooms and to get concrete ideas for activities to use with students in a variety of situations. For each session, one participant volunteered to take notes

directly on a Google Document that was previously set up by the organizers to keep a record of the conversations.

There was a further one-hour time slot after lunch, but the sessions for this time-slot were left to be determined based on the morning discussions. At the end of the morning sessions, participants gathered to decide on which four topics they wanted to continue talking about to create the four concurrent sessions in the afternoon. After lunch, I decided to join with group that was continuing the conversation on inquiry-based learning. The afternoon session gave us a chance to dive deeper into the topic and share more of our experiences and ideas related to the topic.

After the afternoon sessions, the final activity of the day consisted of the "demo slams," which were an opportunity for individual attendees to share an idea, lesson, tool, tip, or trick with the whole group in three to five minutes and they shout "slam" at the end. The demo slams included participants presenting useful apps, sharing their love for languages, describing engaging classroom activities, and recounting their own learning experiences. The demo slams were a lot of fun and a highlight of the day.

I left Edcamp Kansai with the feeling that I had taken part in a valuable day of professional development during which everyone's voice and experiences were welcomed. It was an opportunity to meet with educators from a variety of contexts and share ideas in an open and collaborative environment. If there is an edcamp event in your area, I encourage you to take part and experience the benefits of attending an un-conference.



- More information about Edcamp Kansai can be found on their website: [sites.google.com/view/edcampkansai/home](https://sites.google.com/view/edcampkansai/home)
- Edcamp Kansai is on Twitter: [@EdcampKansai](https://twitter.com/EdcampKansai)
- The Session Documents from Edcamp Kansai 2018 are here: [drive.google.com/drive/folders/1fi4Mld4uRPtFmL0c5Zda2g4wZjfkfphe](https://drive.google.com/drive/folders/1fi4Mld4uRPtFmL0c5Zda2g4wZjfkfphe)
- The website for the Edcamp Foundation is [www.edcamp.org](http://www.edcamp.org)



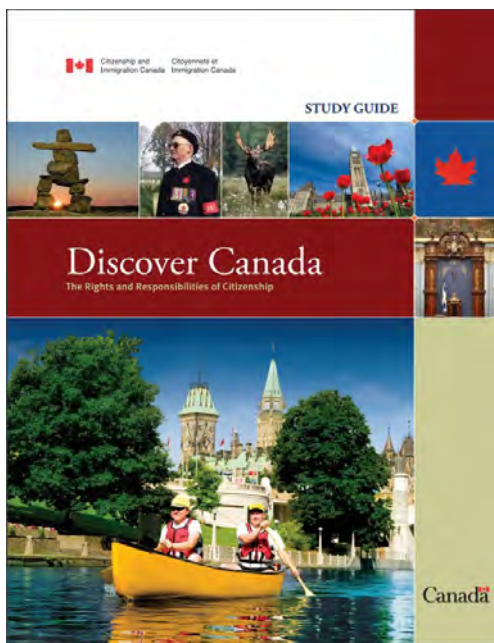
**Scott Roy Douglas** is the editor of the *BC TEAL Journal*. He is also an assistant professor in the Faculty of Education on UBC's Okanagan campus where he explores English as an additional language teaching and learning.

# Canadian Citizenship and Language Learning

by Julie Ship

## Called to defend language

A brisk sunny Saturday this past February, I had the honour of meeting our nation's Defence Minister, Harjit Singh Sajjan. We entered the Vancouver Government offices on unceded Coast Salish territory, thinking of the impact of the encounter but also, admittedly by the Honorable Minister Sajjan, of our brunch plans to follow. In a roundtable discussion, local stakeholders shared views on how to shape revision of *Discover Canada: The Rights and Responsibilities of Citizenship*, the 2012 official study guide used by newcomers to study for the citizenship test.



The 2012 Citizenship Guide

Held on behalf of the Honorable Ahmed Hussen, Minister of Immigration Refugees and Citizenship Canada (IRCC), I attended the meeting on behalf of AMSSA, the Affiliation of Multicultural Societies and Service Agencies of BC, as Settlement Language Coordinator. The action to revise the guide was spurred by the 2015 Truth and Reconciliation Commission's (TRC) 94 Calls to Action to redress the legacy of residential schools and advance the process of Canadian reconciliation.

## What does it mean to be a Canadian citizen?

In order to update a guide that presents topics such as history, systems of government, the rights, freedoms and responsibilities of citizenship, civic engagement, cultural diversity and official languages, this question requires deliberation. If we venture back to the arrival of the Japanese steamship, Komagata Maru, we can see how far we've come, but also where we continue to falter. It was one year ago the Right Honorable Prime Minister Justin Trudeau apologized in

the House of Commons for the racial discrimination that took place in 1914 when SS Komagata Maru and its 376 Punjabi passengers were denied entry to the Burrard Inlet. It is reported that both Indians in BC and Canadian authorities were awaiting the ship's arrival. The Government had overshadowed the local immigrant support by introducing new "regulations" that a newcomer must have at least \$200 and must have traveled on a continuous journey from a single destination. Despite the sailors' hopes of retroactive consideration given the sudden change in rules, the British Columbia Court of Appeal judged that no legal principle gave the passengers right of entry. The Immigration Act of 1914 pandered to the British empire, keeping relations polite and conflict-free while simultaneously and underhandedly holding back the development of Canada's immigrant population. Maintaining the status of Canada as a white, male-led, English-speaking power kept Indigenous and immigrant languages at bay.

If we reflect on where we are now with new target immigration levels at 340,000 for 2020 and with considering how to define citizenship on colonized lands, we might say that being Canadian is to proceed with caution, to be polite (to pay for return trip provisions and apologize), to invest in oil and natural gas and to then make amends. Later into the 20<sup>th</sup> century, Canada's bilingual identity and the development of a two-party (English and French) status quo made defining "Canadian" more challenging.

## The 1969 Official Languages Act

When I ask newcomers, Permanent Residents, and naturalized citizens what Canada is to them, I often hear about equality, freedom and safety, democracy, the benefit the Canadian passport brings when crossing international borders, and about language. Newcomers often state that their level of language proficiency and communicative finesse is never satisfactory. Opportunities for success in British Columbia and across Canada depend greatly on the acquisition of the English language, particularly the Canadian Language Benchmark (CLB) 4 which is required for citizenship for 18-54-year-olds. When I ask Canadians what it means to be Canadian, I hear about diversity and again about rights to democracy, justice, free speech and mobility.

In order to make relevant and productive recommendations for the revision of a guide created by Government for new Canadians about Indigenous Peoples and other demographics, a clear understanding of how these opinions merge may be of use. To this end, we could revisit some of the conclusions drawn from the Royal Commission on Bilingualism and Biculturalism (the B & B Commission) convened from 1963-1970. The Commission was created out of a desire to establish the Canadian confederation as made up of the "two founding

Continued on next page

racess".<sup>1</sup> A hierarchy of belonging rose out of The Official Languages Act which did not recognize non-official minority languages and the Canadian Multiculturalism Act which uncoupled culture from language thereby recognizing non-minority cultures but not their corresponding "ethnic" languages. It is this hierarchy of belonging that, despite increasing federal funding to settlement language training and other settlement supports, stratifies society by level of official language proficiency. For example, Canadians who grow up learning an official language, particularly English, have a blatant advantage over those who attempt to learn it as newcomers.



"Citizenship Ceremony" by Government of Prince Edward Island is licensed under CC BY-NC-ND 2.0

### Balancing Canadian values with language proficiency

While there is value in having official languages to facilitate communication in business, education, justice and politics, we can learn a lot from the ways multilingualism is maintained and promoted in other countries such as Papua New Guinea, Luxembourg, India, Singapore, and South Africa. Some critics of Canada's official language policy and language training models argue that prioritizing funding for lower levels of Language Instruction for Newcomers to Canada (LINC) courses over skills-focused employment courses, marginalizes newcomers and limits opportunities for meaningful employment and job security. Some say that the CLB assessment approach with its absence of explicit citizenship-related tasks promotes a normative standard of citizenship based solely on language proficiency as a means to fit into the social thread of the culture.<sup>2</sup> Others would provide rebuttal with the imperatives of personal motivation, hard work and self-directed learning as major indicators of success and integration in the lives of newcomers. There are certainly good models to show the effects of Canada's development in support of immigration and integration. Both aforementioned Government Ministers came to Canada as young people: Sajjan as a five-year-old from Punjab, India and Hussien from Mogadishu, Somalia as a 16-year-old.

While Government continues to adjust totals and budgets for admitting and supporting the integration of immigrants and refugee claimants, "Canadians" can work towards acceptance of others despite differing levels of official language proficiency. As Indigenous communities work hard to forgive human atrocities and revitalize sleeping languages that were forbidden and lost during the Canadian Government's residential schools era, the Citizenship Branch's desire to respond to the Calls to Action, 93 and 94 of the TRC is a small step in the right direction.

### The new citizenship guide

Whatever the final version of the Citizenship Guide includes, it will be a living document that evolves as we shift as a society commonly referred to as Canada. We cannot revise the past, but we can revise how the stories of Indigenous Peoples, Black freedom fighters, Chinese, Indian sailors, Japanese, women, differently-abled, and LGBTQ+ settlers and all other marginalized voices are shared. The new guide and corresponding website can showcase stories from the mosaic of views and experiences that bring us to where we are today.

When using the guide as a teaching tool, it may serve to support discussion on citizenship in general or it may serve to incite critical thinking about land ownership, economy, history, change, tolerance versus acceptance, culture, languages and more. The new guide might either avoid contradictory statements about the equality of men and women or practice what it preaches by encouraging the enforcement of inquiry and criminal penalties against perpetrators of sexual violence and murdered and missing Indigenous women. The new guide could be translated into languages other than English and French to be accessible to those whose desire to be Canadian is higher than their CLB language proficiency score. Whatever shape the guide takes, its development has involved the opinions of many groups of people to more accurately reflect what it means to be Canadian in 2018. The Citizenship Guide will most definitely be a prompt for teachers to continue the conversation within the classroom.

<sup>1</sup> Haque, E. (2010). Canadian Federal Policies on Bilingualism, Multiculturalism, and Immigrant Language Training: Comparisons and Interaction. In Morris M. (Ed.), *Canadian Language Policies in Comparative Perspective* (pp. 267-296). McGill-Queen's University Press. Retrieved from <http://www.jstor.org/stable/j.ctt1q602p.18>

<sup>2</sup> Fleming, D. (2015) Citizenship and race in second-language education, *Journal of Multilingual and Multicultural Development*, 36, 42-52. Retrieved from <https://doi.org/10.1080/01434632.2014.892500>



**Julie Ship** supports LINC service providing organizations in BC at AMSSA. She is a Master's student in Education with interests in community literacy, Indigenous language education and in how viewing subtitled media in source languages influences views of culture.



# A Conversation with Dr. Ahmar Mahboob

by Pramod K. Sah



Dr. Ahmar Mahboob.

**DURING THE** BC TEAL 2018 Annual Conference, I had the pleasure of conversing with Dr. Ahmar Mahboob, an Associate Professor in the Department of Linguistics, the University of Sydney. Dr. Mahboob's scholarship on the politics, practices, and implications of language variation in local and global contexts has provided a significant contribution to the field of TESOL. He was one of the keynote speakers at this year's conference. The full interview can be seen on BC TEAL's YouTube Channel following this link [youtu.be/x2q8gccUzdI](https://youtu.be/x2q8gccUzdI). In this article, I share some of the highlights of our conversation.

**Language itself is not socioeconomically loaded, but it is rather our understanding of that language in certain contexts and interpreted in certain ways carry power**

Dr. Mahboob shared that it is essentially our belief systems or the understanding of politics, economics, morality, religion, and sexuality in terms of language that ascribe 'power' to certain languages. So, it is important to reconsider the way we are training TESOL teachers, primarily in terms of the approaches to language and pedagogy in teacher training programs. Dr. Mahboob pointed toward the need for integrating 'linguistically and culturally responsive' pedagogy and material development in order to help TESOL teachers become critical and reflexive in their real-life teaching practices. In the video, you will be able to see some of the examples of linguistically/culturally responsive material development that Dr. Mahboob has undertaken with his students.

**One cannot be a global citizen unless she/he is a local citizen**

Dr. Mahboob's major concern was that the identity of nationality significantly determine the extent to which one can become a global citizen, which indicated the power imbalance between the citizens of the center and the periphery. What is important for us as teachers is to understand what it means to be a citizen and consider how one can engage with their local communities.

**Inclusive and equitable quality education and English language teaching**

Dr. Mahboob posed a thought-provoking question: How we can we think of equity and English education when the foundation of English itself is grounded in the notion of inequity and inequality? In reflecting on this question, Dr. Mahboob made a reference to Ruani Tupas's work of *Unequal Englishes* ([www.palgrave.com/gp/book/9781137461216#aboutBook](http://www.palgrave.com/gp/book/9781137461216#aboutBook)) that addresses the role of ideology of English in mediating inequality across times and spaces. So, it is really a complicated issue to think of English in terms of creating equitable quality education.

**Upcoming publications**

Dr. Mahboob shared that a forthcoming edited volume on Spirituality and English Language Teaching ([www.multilingual-matters.com/display.asp?K=9781788921558](http://www.multilingual-matters.com/display.asp?K=9781788921558)) will challenge us to reflect on how our religious values and practices influence teaching and learning of English across different societies. Since our belief systems largely impact our pedagogy and pedagogical approaches, it becomes essential for TESOL teachers to become more reflective toward their practices.

I really enjoyed the conversation with Dr. Mahboob, and I hope you will too.

*Access Dr. Mahboob's plenary presentation, Space-time, language, society and pedagogy: multiple intersections, from the 2018 conference via our BC TEAL Blog page: [bcteaal.wordpress.com](http://bcteaal.wordpress.com)*



Pramod K. Sah is a Ph.D. student in the Department of Language and Literacy Education at the University of British Columbia. His research looks at the broader intersection of social class, political economy and English in language policy in Nepal.

# 2018 TEAL Charitable Foundation Award Winners

by Jennifer Pearson Terrell

## 2018 AIDS and Health Education Award

Andrea Solnes, Diana Jefferies, Mohammed Alsaleh, and Taslim Damji have been awarded this year's AIDS and Health Education Award valued at \$3000 for their project, 'A Holistic Approach to Refugee Men's Health: An English Language Resource'. The health curriculum will provide appropriate English language resources and information to help and support refugee men to achieve better physical and mental health as well as improve the men's overall sense of well-being. The results of this project will be shared with the English language professional community at the BC TEAL Conference and in the *BC TEAL Journal*.



Andrea Solnes receives the AIDS and Health Education Award

## 2018 Project Funding Award

The 2018 BC TEAL Conference has been awarded a Project Funding Award valued at \$2000 to support the cost of providing well-recognized and accomplished BC-based guest speakers at the 2018 BC TEAL Conference. Each year, the BC TEAL Conference brings together the English language professional community for two full days of professional development with featured presentations, workshops, panel discussions, networking events, a publishers' display and outstanding international and local keynote speakers.



Shawna Williams receives the Project Funding Award

## 2018 Project Funding Award

Pacific Immigrant Resource Society (PIRS) has been awarded a 2018 Project Funding Award valued at \$2000. The primary focus of the PIRS project is to help develop a training manual and a curriculum for a 12 week women's leadership class. The curriculum will focus on English language and intercultural competencies for women at a language level of CLB 4 or higher. The curriculum will lead participants to become civically engaged, develop leadership skills, and enhance their inter-cultural competencies.

## 2018 TEAL/TESOL Award.

Cari-Ann Roberts Gotta has won the 2018 TEAL/TESOL Award valued at \$1000. Cari-Ann is TEAL's regional representative for the Kootneys. She will use her award to attend the 2018 BC TEAL Conference and share her experience and learning from the conference with English language instructors and colleagues at Selkirk College.

## 2018 Nan Poliakkoff Memorial Award

Vera Ziwei Wu has been awarded the 2018 Nan Poliakkoff Memorial Award valued at \$750. Vera will use her award to travel to the 2018 BC TEAL Conference and to the 2018 TESOL Conference to present her research on the effectiveness of TESOL programs and career support for TESOL professionals with diverse academic and cultural backgrounds.



Some of the 2018 TCF Award Winners

## David Lam/BC TEAL ELL Scholarship

Jessica Soomin has been awarded the 2018 David Lam/BC TEAL ELL Scholarship valued at \$2500. Jessica is an outstanding grade twelve student at Centennial Secondary in Coquitlam. Not only has Jessica achieved outstanding academic results but has also been an important contributor to her school's Model U.N and valued volunteer at Places des Arts where she assists teachers, staff and young students. Jessica will use her scholarship to attend university and pursue her dream of becoming a bioengineer.

Continued on next page





TCF Award winners (left to right) Jessica Soomin, Kue K'nyawmupoe, Boshra Moheq, and Lava Mohamad

### 2018 TCF Refugee Award

Maaden Tela has won this year's TCF Refugee Award valued at \$2500. Tela was born in the Sudan in 1998. Her journey as a refugee took her from the Sudan to Eritea, Egypt, and finally to Israel. She and her little sister spent four years separated from her father before coming to Canada in 2015. Tela has excelled academically and is currently on the Principal's Honour Roll and has received an Outstanding Work Ethic Award at Bryne Creek Community School in Burnaby. She plans to use her award to study nursing. In this way, Tela writes that she will be able to join her "two passions: science and helping others."

### 2018 Taiga Galli Refugee Award

Boshra Moheq has won this year's Taiga Galli Refugee Award. Boshra was born in Afghanistan in 2000. After escaping from Afghanistan, Boshra spent the first eleven years of her life living as a refugee in Peshawar in Pakistan, Mashhad in Iran, Cairo in Egypt and finally arriving in Vancouver in 2011. Boshra plans to study Social Sciences next year. Boshra feels that a university degree will "allow me to have the skills necessary to support [refugees] emotionally, mentally, socially, or economically."



Boshra Moheq receives the Taiga Galli Refugee Award

### 2018 Taiga Galli Refugee Award

Lava Mohamad has won this year's Taiga Galli Refugee Award valued at \$2500. Lava was born in a small city called Qamishli in Syria in 1999. Lava and her family escaped from Syria by travelling to Kurdistan in Iraq. On April 13, 2017 with the help of the North Lonsdale United Church, Lava's family arrived in Canada. Lava's dream is to become a doctor and she will use her award to begin post secondary studies in science. Lava writes, "The main reason for choosing medicine is that I care about others and I want to help every single person especially if their lives are in danger."

### The TCF Education Grant

Kue K'nyawmupoe has won the 2018 TCF Education Grant valued at \$1500. Kue came to Canada from a refugee camp in Thailand in 2007. She was the first receipt of the TCF Refugee Award in 2012. For the past five years, She has worked full time and studied part time at Douglas College to achieve her dream of completing her Diploma in Community Social Service Work. Kue writes, "After completing my diploma program this year, I plan to work with refugees, new immigrant families, and aboriginal people. If opportunity permits, my future goal is to complete a degree program in Social Work."



TCF Board Members (left to right) Tanya Cowie, Jennifer Pearson Terell, Virginia Christopher, and Shirene Salamatian

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



**TEAL Charitable Foundation**

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# Remembering Pat Wakefield, Founding President of BC TEAL

by Jennifer Pearson Terell



Pat Wakefield

Founding President of BC TEAL

May 9, 1920 – May 4, 2018

**ENGLISH LANGUAGE EDUCATORS** across BC were saddened to learn of Pat Wakefield's passing at the age of 97 on May 4, 2018. Pat Wakefield will be remembered as an outstanding leader and inspiring role model for English language educators everywhere.

Pat Wakefield's accomplishments were many and were always characterized by excellence, vision and commitment. Pat was not only the founding President of BC TEAL but also the first ESL Consultant for the Ministry of Education, the first ESL Consultant for the Vancouver School Board, the ESL/SPD Department Head at Vancouver Community College, an English language educator at UBC and a respected author of professional articles, policy papers, provincial curricula and six acclaimed books. However, perhaps Pat's most important contribution to the profession was her leadership and ability to inspire generations of English language educators both provincially and nationally. Ken Reeder, Professor Emeritus at UBC and Pat's son-in-law writes, "Pat not only energized teams of experienced educators but also offered warm encouragement to beginners in the field, always building their confidence in their ability to make a difference in an increasingly multilingual educational landscape."

Patricia Wakefield (née Manning) was born on May 9, 1920 in Simcoe, Ontario, spent her early years in Kenora, completed her undergraduate studies at the University of Manitoba and her teacher education in Toronto. In January 1944, Pat married George Wakefield, a young physician in Winnipeg and eventually settled and spent a lifetime in Vancouver.

In Vancouver, Pat returned to high school teaching where her keen sense of social justice attracted her to immigrant English

language learners. This interest would lead Pat to complete her Master's degree in English Education at the University of British Columbia. It was during the years that followed that Pat established herself as an educational leader committed to the emerging field of English as a Second Language (ESL). Pat served as Department Head of the ESL/SPD Department at Vancouver Community College, which at that time was the largest ESL program of its kind in Canada. Her leadership and administrative skills were well recognized and set a lasting standard for post-secondary English language programs in British Columbia. Pat also found time to lecture in the UBC Department of Language Education and to design UBC's first In-service ESL Teacher Training Program.

In 1967, Pat and colleagues identified the need for a provincial organization for English language teachers. On June 15<sup>th</sup>, 1967, a small group of ESL teachers drew up TEAL's first constitution, elected Pat as founding President, and BC TEAL was born. One of the founding members wrote, "Pat Wakefield—founder of TEAL, tremendous teaching ability, knowledge of her subject, and full of energy." Over the next 51 years, BC TEAL would grow from 22 founding members in 1967 to over 700 members in 2018. It is a tribute to Pat's vision that BC TEAL remains relevant to this day and firm in its commitment to lead and support excellence in English language education in British Columbia.

To everyone who knew her, Pat Wakefield was a radiant and inspiring visionary whose many contributions to the field of English language education will continue to guide and influence future generations of English language educators.



## Call for Submissions

### TEAL News

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

The deadline for submissions to the next issue of *TEAL News* is October 1, 2018, with publication in November. The theme for the Fall 2018 issue is "Growing Connections." Please contact Natalia Balyasnikova, with your submission ideas: [editor@bctéal.org](mailto:editor@bctéal.org).

We're looking for:

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

### BC TEAL Journal

*The BC TEAL Journal is the peer-reviewed scholarly publication of BC TEAL. It exists to promote scholarship related to the teaching and learning of English as an Additional Language in British Columbia, with articles explicitly reflecting the various contexts and settings of the BC TEAL membership. The journal is freely available as an open access publication, and BC TEAL members are encouraged to register as reviewers, authors, and readers on the journal website.*

The *BC TEAL Journal* invites the submission of original previously unpublished contributions, such as research articles or theoretical analysis, classroom practice, and opinion essays, from all sectors and experience levels represented by the BC TEAL membership. Research type articles are typically 7,000 words in length, plus references. Theoretical analysis, classroom practice, and opinion essays are typically around 3,500 words in length, plus references. Manuscripts are accepted on an ongoing basis throughout the year, with papers that have completed the review and editing process being published as they are ready. Articles are gathered into a single issue over the course of one calendar year. Please refer to the *BC TEAL Journal* website (<http://ejournals.ok.ubc.ca/index.php/BCTJ>) for more information on the submission process. All papers should be submitted through the journal website.

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 metanoia and additional language acquisition for EAP students
- Defining, learning, and measuring academic language in K-12 settings
- Supporting adult learners with refugee experiences through English instruction
- Service learning for EAL students