

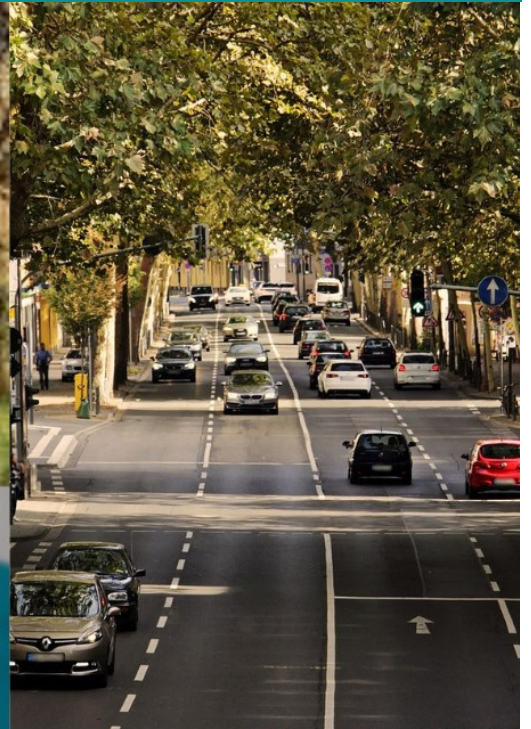


TEAL News

Summer 2023
www.bctea.org

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

On the Road



Cover image designed by Karin Weibe. Images by [Martin Vorel](#), [NoName_13](#), [jankosmowski](#), and [.RitaE.](#)

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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. Copy may be edited for length, style, and/or clarity without prior notice to authors. Please be aware that submissions may be reprinted. Copy should be submitted directly to the editor as an email attachment.

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Greetings Members

by Neil Leveridge

HELLO BC TEAL members, partners, and supporters,

I would like to begin by acknowledging that BC TEAL operates on the traditional, ancestral, and unceded territory of the Coast Salish peoples—Sḵw̱x̱wú7mesh (Squamish), Stó:lō and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) and x̱w̱məθkʷəy̱əm (Musqueam) Nations, while our members reside and work on many traditional, ancestral, and unceded territories in BC, Canada, and in other countries. We express our gratitude for the opportunity to work, learn, and grow on this land. This acknowledgement serves as a reminder of our ongoing commitment to the process of reconciliation, respecting Indigenous rights, and fostering a more inclusive and equitable society.

I am honoured to be sending out this first message as the newly elected President of BC TEAL! I am excited about the many possibilities and opportunities in front of us! With the BC TEAL mission, vision, and values statements lighting the path forward, we can see how BC TEAL will continue to thrive and have a greater positive impact within our community and beyond. Looking forward to the coming year, I am filled with a new sense of vigor fostering the spirit of learning, inclusivity, and innovation in our community.

Mission: To support English language education by raising awareness, providing professional development, and sharing expertise.

In the spirit of our mission statement, BC TEAL is poised to seize a wealth of opportunities to enhance English language education across our great province. We are dedicated to advancing the cause by raising public awareness about the importance and impact of English language learning and teaching. We are working tirelessly to connect with individuals, communities, educational institutions, and government bodies to discuss the benefits of English language education and how it fosters multicultural understanding and social cohesion. As we strive to provide professional development, we are planning a series of webinars, a variety of workshops in various locales

across BC, and another amazing conference for the spring of 2024 aimed at nurturing the skills of our educators, equipping them with cutting-edge pedagogical techniques, and inspiring them to create more effective and engaging learning environments. BC TEAL will also foster an atmosphere of collaborative knowledge sharing by promoting cross-sector dialogues and creating platforms where educators can exchange ideas and best practices. Personally, I am a strong believer in the transformative power of shared expertise. As such, together, we will build a stronger and more vibrant community of English language education professionals, benefitting not only our membership but also the countless individuals and communities who rely on our collective efforts.



BC TEAL President, Dr. Neil Leveridge and 2023 conference volunteers.

Vision: A commitment to lead and support excellence in English language education.

The BC TEAL Vision Statement will guide us in the upcoming year. BC TEAL is prioritizing the dissemination of current research in our field, innovative teaching methodologies, and even advocating for policy changes to push the boundaries of

English language education. We are also busy amplifying our support for members by providing more comprehensive resources, including teacher well-being, and encouraging professional development. We are committed to fostering an environment where our members feel empowered, contributing to a future where our vision of excellence in English language education is a lived reality.

Values: We value community, support, inclusion, collaboration, and financial sustainability.

As we look ahead, our core values—community, support, inclusion, collaboration, and financial sustainability—will remain our guiding compass. BC TEAL aims to foster a strong community that is as supportive as it is diverse, and we are committed to ensuring that all voices are heard and respected. We plan to enhance our support systems by providing increased resources and opportunities for our members, while

[Continued on next page](#)

Message from the President continued

strengthening our efforts to create an inclusive environment where everyone feels welcomed and valued. Collaboration will continue to be key, as we encourage idea exchanges, shared learning, and cooperative initiatives across our network. Furthermore, we are taking proactive measures to ensure our financial sustainability, allowing us to continue our mission well into the future. We believe that by embodying these values, we can make strides towards a brighter, more inclusive future for English language education in British Columbia.

My mission as President of BC TEAL is to strengthen our community of educators, enhance our capacities, and create learning environments that embrace diversity, support integration, and encourage excellence in teaching English as an additional language. I am dedicated to ensuring that we are equipped with cutting-edge resources, contemporary knowledge, and steadfast support as we shape the future of our learners.

Reflecting on the past year, BC TEAL has seen a series of accomplishments that underscore our mission.

The BC TEAL 2023 Conference “Connecting through Land and Language; Reconciliation, Reflection, Innovation, Transformation” was indeed an enlightening and rewarding experience. The theme resonated deeply with our attendees. Over the course of three days, we connected, learned, and grew as a community of educators. The sessions were insightful, fostering thought-provoking discussions on pedagogy, intercultural communication, technology in language teaching, and much more. With over 450 educators participating, it was our most diverse and engaging conference to date and for many, transformational!

The past year also saw us achieve a significant milestone in advancing BC TEAL: the appointment of an Executive Director. This remarkable progress empowers us to undertake ambitious projects and explore revenue-generating opportunities that go beyond the capabilities and limitations of our dedicated volunteer board members. With this forward-looking decision, we are paving the way for a brighter future for BC TEAL and its endeavours.

Let us acknowledge the effort and dedication of our outgoing board members: Karen Densky, Jennifer Cummins, Shirene Salmatian, Vera Wu, and Aseefa Merali. Their contribution to our association has been immense and they have set the bar high with their tireless dedication.

A great many thanks to our **outgoing board** for passing the torch on to the incoming board members.



Continuing Board Members:

President – Neil Leveridge
(formerly 1st VP)
Treasurer – Yvonne Hopp
Publications Chair – Karin Wiebe
Professional Development Chair
– Hilda Freimuth (formerly
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Website Chair – Moses Lam

Our new board members:

1st Vice President – Amber Shaw
2nd Vice President – Ange Quapp
Secretary – Alys Avalos-Rivera
Settlement Language Chair –
Janice Campbell
Private Sector Rep. – Garima
Yadav
Post-Secondary Rep – Denise Lo
Member at Large – Ena Lee

In conclusion, I extend my heartfelt thanks to all of you for your continuous support. Together, let us strive to make BC TEAL a

beacon of excellence in English language teaching, a platform for sharing knowledge and resources, and a community that nurtures, supports, and empowers its members. Here's to an exciting and productive year ahead!

Best,
Dr. Neil Leveridge,
President, BC TEAL



Dr. Neil Leveridge has worked as an ESL/EAL educator for over 20 years. Neil began first as an instructor and then became a director at GES International Schools in Taiwan. He later became a lecturer at the National Taiwan Normal University and for the Department of Foreign Languages of Da Yeh University. From 2016 to 2020, he has served as an Academic English lecturer for Vantage College at UBC and in 2020 was appointed as Communication Strategist and Assistant Professor of Teaching for the Department of Wood Science, in the Faculty of Forestry at UBC.

EDITORIAL

On the Road

by Karin Wiebe

THIS YEAR, many of our members are off on adventures of learning and exploration, making up for missed opportunities to build new connections and synergies during the pandemic. Article submissions, event and travel reflections, and pictures tell stories of our deep interest in and love for the social and natural worlds we inhabit. In this issue, you will find many of those experiences and connections that members are bringing back for you to use in your classroom and research.

Members are extending the boundaries of EAL education in new ways. We learned at conferences like 2023 TESOL, 2023 BC TEAL and 2023 ACLA/CAAL that educators are rethinking taken-for-granted topics and lessons in an effort to foster greater learner relevancy. For example, members are inviting students into conversations around decolonizing classroom learning experiences and materials. Educators are now bravely introducing cutting edge technology and social issues that were once thought too complex for EAL education. The conferences showed us that this is an exciting, forward-thinking time in our field.

Michael Landry's report from the 2023 Canadian Association of Applied Linguistics / L'Association Canadienne de Linguistique Appliquée Conference in Toronto found that Canadian EAL scholar-practitioners bring a variety of research perspectives and methods to bear on understanding how additional languages are learned. Landry explained that the conference provided spaces for members of the field across diverse teaching and learning contexts to explore ways to bring new research understandings into classrooms. In a BC TEAL interview, Li-Shih Huang explained that the practical implications of research are her main focus. The challenge becomes selecting the knowledge which best suits the educator's teaching context. In her interview, Huang provides a link to her research for educators. This is an open access article with detailed insights into language learning challenges experienced by a specific group of learners. The article works as resource for educators by connecting understanding with teaching and learning approaches.

I was fortunate to attend the 2023 TESOL Convention in Portland Oregon this spring along with Karen Densky, Scott Douglas, and many of our BC TEAL members. I was deeply impressed by the sheer distances conference participants travelled, and the passion for EAL education they showed in their presentations and conversations. I met educators, researchers, and other members of our field during breaks. Everyone wanted to share their unique work and teaching contexts, look for things we had in common, offer contact information and even exchange small gifts. What an amazing experience! It seemed like sometimes I was getting more information about teaching and learning from the coffee breaks than the lectures. It was daunting choosing between the variety of lectures to attend. Some lectures were on similar subjects but

offered very different perspectives based on the teaching context and theoretical framework. There were so many takeaways from Portland, but one I have since shared in a classroom was how to teach humour as a way to encourage students to engage with wordplay.

This issue demonstrates our members' passion for seeking out the social, cultural, and environmental opportunities

and challenges that can affect additional language learning and our students' ability to flourish in their communities. Through articles in *TEAL News*, the *BC TEAL Journal*, and the *BC TEAL Blog*, we bring those new understandings into discussion and ultimately to life in the classroom. This is an example where a 'rising tide floats all boats' as we are all made richer through the sharing community of BC TEAL *on the road*.

As ever, I encourage everyone to participate in these conversations through our publications and events. Please submit your articles, questions, or ideas at editor@bctéal.org.



Dr. Scott Douglas and Karin Wiebe at the TESOL Convention 2023



Karin Wiebe, is pursuing her PhD in Interdisciplinary Studies at UBC's Okanagan School of Education (OSE). She is interested in how EAL is learned in the workplace, and how that can be supported in the classroom. Wiebe works as the EAL Access Initiative Coordinator with the OSE's EAL Programs and is an EAL instructor.

BC TEAL Annual Conference Report: Connecting through Land and Language: Reconciliation, Reflection, Innovation, Transformation

By Cindi Jones & Neil Leveridge

BC TEAL's RETURN TO HOSTING an in-person, annual conference after three years of online events was a fabulous experience for those who attended. Our primary objective was to create an engaging and memorable experience for attendees. To achieve this, we incorporated unique visual elements, such as a drag + burlesque, live graphic recording of the event, a musical performance at the Pearson Reception, Writing in Place sessions, and Guided Forest Therapy Walks. Additionally, two Indigenous performance groups shared their culture and traditions: Tsatsu Stalqayu, Coastal Wolf Pack and Dancers of Damelahamid.



The BC TEAL Café gave attendees yummy snacks and drinks in a casual space to socialize with colleagues. “Time to Reflect and Connect” sessions gave attendees time to discuss what they were hearing. We are continuing these conversations with “Continuing the Conversation” sessions in June, where speakers will lead discussions based on their presentations.

Feedback from attendees continues to be gathered and the survey results will be compiled and published in early July. Statements of Impact have been gathered and some excerpts are included at the end of this report.

The conference focus on the connection of land and language has moved the needle forward for attendees on an individual level. In conversations since the conference, it is clear they are returning to their workplaces anxious to share some of the ideas

about connections, reconciliation, and how to incorporate them. And the ideas learned are having a real impact in their home institutions. Teachers always get practical ideas that they can implement quickly and easily: shared worksheets, books, exercises, activities. However, the conversations are shifting to the deeper, more foundational ideas that underpin our practices. One respondent stated: *I learned some very useful and insightful concepts of approaching social justice topics that have given me more confidence to incorporate into my curriculum.*

The conference was very successful and clearly demonstrated that there is an appetite for in-person events in addition to online offerings. BC TEAL is following up on the conference by building a suite of smaller, complementary online and face-to-face offerings. Our goal is to offer members the opportunities to interact that they crave while being responsible with our limited resources.

This event would not have been possible without the support of our host and sponsors. We would like to thank the many groups that provided resources to make this event possible. Thank you, BC TEAL members, for your support and energy that made the conference a great experience for all.

Excerpts from Statements of Impact:

I am reinvigorated by seeing so many fellow educators come together in person!

This conference was incredibly inspiring for my future practice in teaching and rewarding on a personal level because listening to the presenters and speaking with others reminded me that I truly love this profession for so many reasons.

It was great to hear new voices and see how the industry is shifting with more anti-racism and decolonization awareness. I think we are on the right path to making a difference in the lives of our students and one another on a societal level.



Tsatsu Stalqayu, Coastal Wolf Pack



Tsatsu Stalqayu, Coastal Wolf Pack



Carolina Rodriguez, Graphic Art Representation



**Dr. Jan Hare, Dr. Neil Leveridge,
and Dr. Hisham Zerriffi**



Ya Wei Wei leading a Guided Forest Therapy Walk



The Exhibition Hall

2023 BC TEAL Conference Reflections

by Amber McLeod & Anthony Marshall

OH, THE BEAUTIFUL stomping grounds of UBC campus—lush, green, and vibrant. I was so excited to get to my room, unpack, and then take a walk around. It was a late evening with an early morning ahead, but I was ready to see people!

Entering the Forestry building I was stunned by its beautiful wood architecture. The coffee and muffin snack table lured me to the far end of the building where I could explore the conference spaces.

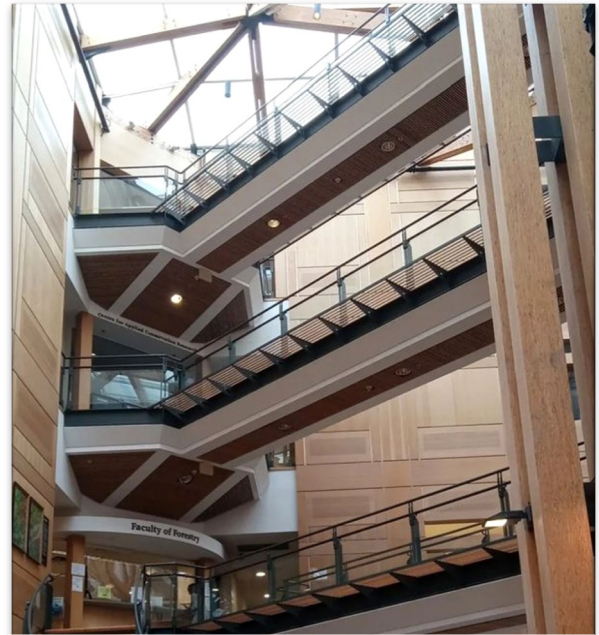
The exhibitors were bustling, and people were hugging and laughing. How good it was to see long lost friends and colleagues. I particularly enjoyed the nature therapy walk—what an excellent option to get away from the conference chatter and stand amongst the trees to calm yourself. After a day at the conference, it was time to connect socially through food! We ate and laughed another night away.

We also took the opportunity to have an escapade off the UBC grounds as we ventured into the Richmond Night market—what a place!

The best thing all in all was hanging out together, catching up, and experiencing comradery through the BC TEAL sessions, the coffee lounge area, campus restaurants, hotel rooms, transit, and the night market.

I can't wait to get together with you all again! See you soon friends!

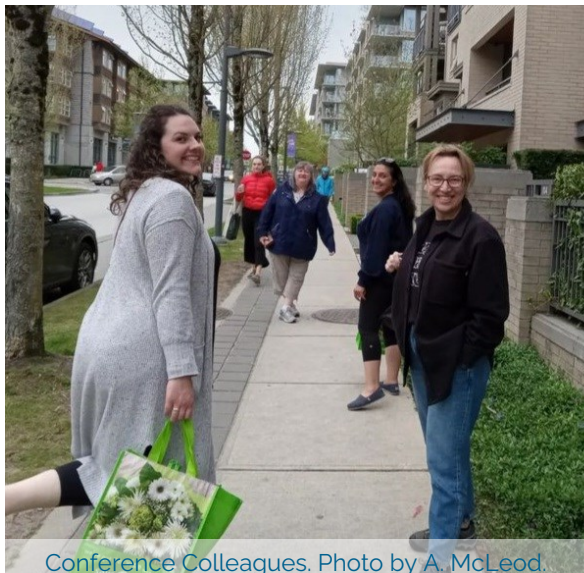
—Amber McLeod



UBC Forestry Building. Photo by A. McLeod.



Forest Walk. Photo by A. McLeod.



Conference Colleagues. Photo by A. McLeod.



BC TEAL Café.

Continued on next page

2023 BC TEAL Conference Reflections *continued*



Photo by A. Marshall



Photo by A. Marshall



Photo by A. Marshall

I ATTENDED MY FIRST BC TEAL conference from May 4 to 6, 2023. The conference was hosted at the spectacular Faculty of Forestry building on the incomparable UBC Vancouver campus. It was the first BC TEAL conference since the Covid pandemic, and it was clear to see that all of our colleagues from across Canada were delighted to be able to meet face-to-face again.

My visit began with lunch with two gracious colleagues at the Bean Around the World Coffee House & Bistro at the homey Old Barn.

Having been lucky enough to be accepted, I presented with Karin Wiebe, a colleague of mine here at the Okanagan School of Education at UBCO in Kelowna. We spoke for twenty minutes about Karin’s PhD pilot study, “English for Work and Life: How can a university access course support workplace language socialization for newcomers?” and were pleased at the lack of booing or heckling throughout. Seriously, we really appreciated the audience firing some constructive questions at us when the presentation was over. These helped us to develop our understanding of the topic. There’s always more to learn!

In terms of highlights, several instances stick in my mind. For example, there was the Shih Tzu joke during Neil Leveridge’s speech in the opening address. There were so many presentations, which of course meant I could not attend them all. However, some of the ones that I did attend, and enjoyed greatly, were Michael Landry’s perfectly polished and executed “A model of Intercultural Communicative Competence (ICC) in English for Academic Purposes,” Belkis Toredi’s “Coaching Conversations in the Context of EAP Listening and Speaking: A Holistic Perspective,” and Anita Veal’s “Creating an Inclusive Learning Environment for International Students Studying English for Academic Purposes.”

As well as all of that, I also found time to attend a session by the BC TEAL editor which explained the fantastically inclusive policies and processes of getting published on the blog, newsletter, and journal.

The volunteers did a wonderful job of guiding attendees to lecture theatres, explaining everything under the sun, as well as handing out tickets for free drinks, which was much appreciated. The lunches and perpetual café were all wonderfully catered and did a fantastic job of fighting off attendee hunger, while also providing an opportunity to mingle and meet new and similar people from across the country.

Equally enjoyable was the opportunity to socialize with other attendees outside the conference venue. I had the chance to stroll around the rainy UBC campus to explore the Irving K. Barber Learning Centre, the Walter C. Koerner Library, and the calming, forested Pacific coastline. I was also really lucky to be invited to Brown’s Crafthouse for a very punny after-conference dinner with some present, and hopefully future, colleagues.

Waking up the next morning was a little more difficult than normal, but we were welcomed back to the Faculty of Forestry by the morning plenary. As a non-Canadian, I really appreciated the opportunity to see this for the first time in person. It was really powerful.

The location, the Covid hiatus, and the warmth of all of the BC TEAL members at the 2023 conference combined to make this an experience to remember. Despite the sometimes huge distances between us, our attendance was a statement that we are all eager to be connected and mutually supportive. I left with the impression that I was part of a nationwide community of teaching and learning.

—Anthony Marshall

Congratulations to the 2023 BC TEAL Lifetime Contributor Award Winners

Congratulations Janice Penner!



Cindi Jones, **Janice Penner (Lifetime Contributor Award Recipient)**, Neil Leveridge, and Janice Campbell

JANICE'S PASSION for educating within intercultural contexts has not abated since its inception in 1985. Her growth mindset continues to challenge her to discover and creatively apply concepts to maximize learner capacity. Janice has tirelessly supported BCTEAL over the years through a variety of positions listed in her career highlights and by encouraging her TESOL/TESL students to join and participate in the organization. As a practicum sponsor teacher from 1996 through 2021, an educator for TESOL/TESL programs, and establishing the TESL Certificate Program at Douglas College,

she has facilitated the development of new teachers, providing the sector with qualified professionals. Through her self-publishing business All About Communicating In English (AACE), Janice provided a space for other educators to distribute their own materials at BC TEAL Conferences and elsewhere.

Numerous academic contributions can be found in the areas of creating teaching and learning materials, pre-viewing drafts for publishers, editing and reviewing books, and other publications. In fact, *Think First, Then Write* with Heather Barnes won a TESOL award. Janice has presented numerous interactive and practical workshops about intercultural communication, global studies, vocabulary development, speaking skills, academic and fluency writing, independent publishing, supporting lower-level learners, and international teaching assistants. Besides participating in numerous EAL conferences, Janice has also presented for other audiences: SIETAR BC, STLHE, and CBIE. In addition, Janice was recognized by Pearson as the only Canadian delegate chosen to attend "Amazing Minds, Amazing Teachers 2009" at Cambridge.

Janice has served the academic community and community at large through committees and professional organizations as a mentor, reviewer, judge, and practicum sponsor teacher. Janice continues to develop extensive research experience with Educational Testing Service (ETS). Service to other language learners includes leading a grassroots network for volunteers in faith-based programs since 2006.

Through the years, Janice has maintained her sense of humour, efficient hard work, energy, and unwavering support for our professional community here and abroad.

Continued on next page

Congratulations Karen Densky!



Karen Densky (Lifetime Contributor Award Recipient)

responsible for the development of the TRU TESL Certificate program. Indeed, her work at TRU has spanned administrative and teaching roles, including department chair and TESL Certificate Coordinator. Over the years, she also taught TESOL courses at the undergraduate level at SFU and UBC as well as delivering TESOL workshops to teachers in Mexico, Ukraine, and Vietnam. Karen is a passionate educator who also has a passion for education, receiving her PhD in Curriculum Theory and Implementation from Simon Fraser University in 2017.

Karen has contributed to BC TEAL through a variety of positions since 2008. Most recently, she has held the roles of Past President of BC TEAL (2020-2023) and President (2018-2020). Since joining the BC TEAL community, she participated as a Board Member and Committee Member, working in different roles and taking on various responsibilities to support the EAL field. She co-chaired several conferences, included the Interior Conference (2016), the BC TEAL Annual Conference (2011), and the TESL Canada 2012 conference in Kamloops (hosted by BC TEAL). She has chaired the BC TEAL Regional Representatives Committee and was a member of the TESL Canada Teacher Training Standards Committee. She represented Canada and BC TEAL at the TESOL Global Summit in Athens, Greece (2017), and has often participated many times at the TESOL Affiliates days during the annual TESOL International conventions.

KAREN JOINED the community of EAL educators in 1990, teaching English in Vancouver at Columbia College and Canadian International College. She has also taught in Chile and Greenland, and led field schools in Mexico and Vietnam, however, much of her career has been at Thompson Rivers University (TRU), where she has not only taught English for Academic Purposes but was also amongst the initial faculty

Her contributions to the field include numerous conference presentations, which are guaranteed to be interactive, informative, and highly engaging. She has also authored chapters, refereed articles, and written reviews; examples include the co-authored article, “What I wish I had learned in my TESOL program” and the book, *Creativity, Culture, and Communicative Language Teaching*.

How is a BC TEAL Lifetime Contributor Selected?

Through our Honourary Lifetime Contributor Award, BC TEAL seeks to recognize professionals who have made outstanding contributions to the field of English as an Additional Language. Lifetime Contributors are individuals who have been members in good standing with BC TEAL for over 10 years and who have set a positive example for other members as well as the students that have been served by their contributions.

Nominations Procedure

Nominations for Lifetime Contributors occur every two years and selection is announced at the Annual General Meeting (AGM). A Call for Nominations, including requirements for nomination submissions, is issued in the BC TEAL Newsletter or sent via email to the BC TEAL Membership prior to the Annual Conference and AGM. Any BC TEAL member may nominate an individual to become an Honourary Lifetime Contributor. Submissions are reviewed and a nominee is selected by the BC TEAL Executive Board of Directors. A plaque is awarded to the recipient along with a letter from the President of BC TEAL. Recipients of the Lifetime Contributor Award are published in the TEAL Newsletter following the AGM.



UBC Okanagan launches Doctor of Education program

The new Doctor of Education (EdD), offered by the Okanagan School of Education, is designed to inform, empower, and engage current and aspiring leaders.

“Our focus on a collaborative and interdisciplinary approach to learning will bring together students from diverse educational backgrounds to share their experiences and perspectives—creating a rich and dynamic learning experience,” says Dr. Sabre Cherkowski, professor and EdD Faculty Lead. “The small cohorts of doctoral students will journey alongside their field mentors, supervisors and instructors to foster life-long professional networks.”

The course design allows the degree to address timely, ever-changing and relevant issues in education, as well as meet emerging needs of professional learners. The flexible delivery format allows students to stay in their community and continue working full-time throughout the three-year degree. The majority of the coursework will be delivered online with opportunities for students to come to the Okanagan campus, located in Kelowna, BC, for summer intensive sessions.

Throughout the program’s third year, students will develop a practice-based dissertation that offers them the opportunity to carry out an independent research project inquiring into a problem of practice in their professional context.

The EdD offers credentialing that may provide career options for those seeking senior-level leadership or consulting positions.

The program will begin accepting applications later this year and the first cohort will start in July 2024.

For more information about the program, admission requirements and application process, visit education.ok.ubc.ca/edd.

More Degrees and Programs

For those not yet ready to pursue their Doctor of Education, the Okanagan School of Education also offers:

- Bachelor of Education, 16-month post-degree program
- Master of Education with capstone or with coursework only
- Master of Arts in Education with thesis
- Interdisciplinary Studies in Contemporary Education Certificate (12 credits) and Diploma (30 credits)
- Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate (12-credits)
- Summer Institute in Education, a series of courses offered during July and August. Courses are offered in a multitude of formats (indoors, outdoors, online and face to face) and are relevant to current trends and needs in education.

Find the best program to meet your educational and professional goals at education.ok.ubc.ca/degrees.



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

A Doctoral Student's Journey: Taking in Congress of the Humanities and Social Sciences 2023

by Michael H. Landry

FROM MAY 26 TO 30, I had the pleasure of attending the Congress of the Humanities and Social Sciences 2023 at York University. The event brought together over 70 scholarly associations. I was particularly focused on attending and participating in The Canadian Association of Applied Linguistics/ L'Association Canadienne de Linguistique Appliquée (CAAL/ACLA) Conference. In this short article, I will share with you my contribution to and takeaways from the conference.

I presented on the second day of the conference. In my presentation, I explored key themes connected to my doctoral research which explores the connection between asynchronous intercultural communicative competence (ICC) learning outcomes and the student participant's overall

communicative competence and socialization in campus and local communities. Drawing on the themes of learning opportunities, nuances of asynchronous learning, intercultural competence development, language development, learner characteristics, and life on and off campus, I presented my multi-layered model *Apple Framework of ICC in EAP* and highlighted some implications for English for Academic Purposes (EAP) instructors, programming, and Canadian universities at large.

A major contribution of my findings was that we cannot take it for granted that EAP students will develop ICC competencies by simply being on Canadian university campuses. Rather, it is imperative to make space in EAP/EAL curriculum to help students develop relevant knowledge, skills, and attitudes in intercultural interactions. Such insights are consistent with some of the other presentations at the conference which highlighted insecurities we all face when meeting new people (Zheng et al., 2023) and the role of interactions as the engine of language learning and mechanism to make unfriendly places friendly ones (Douglas & Wiebe, 2023).



Another area of interest was the different research methods EAL practitioners back home in BC can draw on to pursue our own inquiry. One important example was presented by Alireza Sobhanmanesh from Sheridan College. His doctoral research applied participatory action research and co-teaching to explore connections between instructional experience and learner motivation. Another presentation by Brian Morgan (UBC) and Anwar Ahmed (York University) outlined key elements and

procedures of duoethnography and its suitability as an approach for inquiry into EAL inquiry. These two presentations combined with the panel discussion facilitated by editors of EAL journals from across Canada seemed to speak to the need for all EAL scholars and practitioners (and those of us who see ourselves as scholar-practitioners) to

reflect on their work and find ways to disseminate it to new audiences to help further the field at large.

Overall, attending ALCA was a rewarding experience. Moreover, I am grateful to the Mary Ashworth Scholarship Award Committee for their consideration and financial support to help fund my work. If any other BC TEAL member is passionate about building bridges between research and practice, I would encourage you to start making small steps today by exploring what you love, finding a way to capture it, and sharing your understanding with our professional community here in BC or more broadly as other venues across Canada.



Michael Landry is a PhD Candidate in his fourth year of studies at UBC's Okanagan School of Education. He has been involved with the field of English as an additional language (EAL) teaching and learning since 2001 as a teacher, administrator, and teacher educator. His research interests include themes related to intercultural competence in EAL contexts, learner-centred instructional approaches, and additional language socialization.

References

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TESOL Reflection

by Karen Densky, BC TEAL Past President (2021-23)

THE 2023 TESOL INTERNATIONAL CONFERENCE was held in Portland, Oregon in March of this year. BC TEAL is an affiliate of TESOL International which means that one member of the board (usually the President) attends the TESOL Affiliate Sessions. This year, I was able to attend and connect with our colleagues from around the world. The Affiliate Day was packed with presentations from various leaders from organizations including Hungary, Hawaii, Israel, Nepal, and Italy. The presentation from the TESOL Ukraine leaders about how to manage a professional organization during a war was particularly impactful.

There were also several opportunities to network with global affiliates and discuss partnerships and collaborations. I was joined by Karin Wiebe, Scott Douglas, and James Papple in the exhibitor's area where we promoted the great work of BC TEAL during our time at the Affiliate Booth.

During the Affiliate Sessions, I was reminded that one of the benefits of our affiliation with TESOL International is that we receive seven complimentary one-year memberships for our members. The complimentary membership is for a new TESOL member only and doesn't include conference fees. Look for more information on this in the near future!



Karin Wiebe, Scott Douglas, and Karen Densky



(from left) James Papple, Mike Burri (past board member), Suzy Acton, Bill Acton, James Piper (Karen's partner), Karen Densky, Karin Wiebe, and Jennifer Cummins



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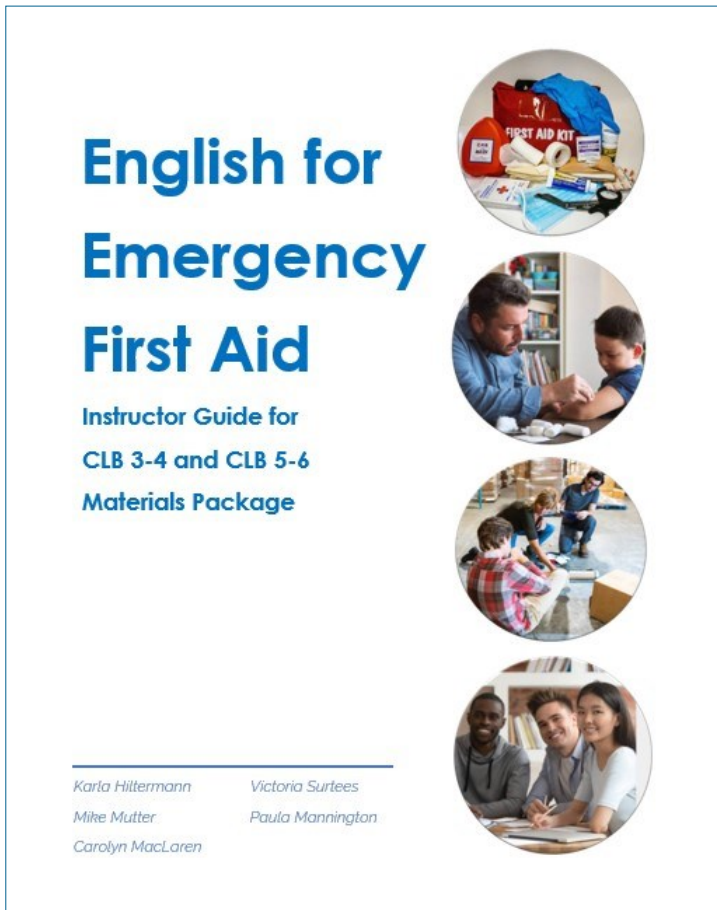
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Influencers

Trauma-Informed Approach to Teaching English for Emergency First Aid

by Victoria Surtees



IN APRIL 2023, a package of English teaching materials on the topic of First Aid made its debut appearance on Tutela. The **English for Emergency First Aid (EEFA) Materials Package** includes two sets of materials (about 30 hours of instruction): one for CLB 3–4 and another for CLB 5–6. Complete with instructor guide, CLB-aligned assessments, as well as video, audio, and supplementary online activities, the materials are designed to support learners who want to take a Canadian Emergency First Aid Course. The project, which was funded by a BC TEAL Charitable Foundation award, is a product of a two-year collaboration between Archway Community Services and the University of the Fraser Valley (UFV).

Collaborating to meet local needs

The idea for First Aid-focussed materials was born out of a conversation in 2021 between Victoria Surtees, the UFV’s Teaching and Learning Specialist in inter-nationalization, and Mike Mutter, a First Aid instructor with UFV Continuing Education. The First Aid courses Mike provides are designed to help job-seeking immigrants in an Archway employment

program for newcomers. But Mike noticed that the condensed one-day courses didn’t always meet participants’ needs. “The vocabulary and the multiple-choice test are really challenging,” explains Mike. He knows there are also some cultural elements at play too – fear of helping, fear of touching, fear of the consequences should they do something wrong. In essence, what the participants needed was culturally sensitive English language materials. But they also needed materials that would accurately reflect current First Aid knowledge, and that was not something most English language teachers could provide. It became clear that the path forward was a collaborative and inter-disciplinary one.

With guidance from Paula Mannington, Manager of English Language Services at Archway, as well as Carolyn MacLaren, Director of Continuing Education, it was decided to produce materials that Archway could use to prepare English language learners to take Mike’s course, and possibly other UFV courses with health-related components as well. “First Aid is really the foundation,” explains Paula, “in the home, at school, and eventually at the workplace, knowing First Aid gives newcomers confidence and control of difficult situations.” Karla Hiltermann, the team’s curriculum developer, then got to work creating a package of materials that would also address the challenges that Mike observed in his classes. Mike and Karla collaborated every step of the way to create a complete set of lessons that weave a trauma-informed approach to instruction and community-building throughout.

What makes these materials different?



The materials are intended to give adult learners the key language, conceptual, and self-management skills needed to successfully participate in and complete the official First Aid course. The team knew that meant more than just helping students with vocabulary. It meant scaffolding test-taking skills so that learners could pass the multiple-choice tests. It meant providing opportunities to talk about how First Aid made them feel and resources for managing trauma responses provoked by emergency situations. It meant understanding exactly what constituted an emergency and tackling concepts like consent. It meant selecting images that represented our population. In other words, they needed to be trauma informed.

The result is that all 8 lessons include reflective tools and mindfulness activities, including stretching, breathing, and grounding. Team and community-building activities are woven

[Continued on next page](#)

Trauma-Informed Approach to Teaching English for Emergency First Aid *continued*



Pain in the chest can be a heart attack.
A heart attack is a medical emergency.

inner
No. She is already in the hospital.
She is normal and Dr. is checking. She is smiling. She is conscious.

Call 911? Yes No

Call 911? Yes No

allergic reaction
No. She is sneezing, cold, watery eyes.

Call 911? Yes No

She cannot speak.
Yes. She has anaphylaxis and severe.

Call 911? Yes No

Let's Review

Look at the words in the word bank. Fill in the blanks in the conversation below.

consent	may	permission	body
touch	trust	practice	thanks

1) When you ask for permission or consent to touch someone, you should name the part of the 2) body. Then, only 3) touch that part of the body. This helps build 4) trust. You can ask using the helping verb 5) may. It means, do I have your consent or 6) permission? You can ask: "Hi, I would like to 7) practice First Aid. May I touch your arm? You can answer: "Yes you may, 8) thanks for asking." or "no thanks."

medications. To our great surprise, stretching and breathing were some of students' favourite activities that helped them relax and feel like part of a team:

Honestly, I love all the details in this class but about the stretching, it's very good because we are sitting for the long time? [...] and then I stand up and do the stretching or exercise it's very helpful for me and I feel more close and friendly with teacher and other people in this class when we do together the exercise.
—CLB 5 Participant

As instructors, we noticed that they learned a lot of English too. Mike commented on how much better prepared these groups were to take the First Aid course. In focus group meetings, Victoria and Paula commented on how participants used the vocabulary from class with confidence. Medical words like circulation and airway emerged organically in conversation—even with CLB 3 participants. Participants were also able to use words like comfortable, interested, unsure, afraid, and relaxed to describe their feelings and experiences.

We used their feedback to make modifications to the original package. The revised materials have now been used successfully with four cohorts of newcomers.

Interested in trying them out?

All materials are available for free and downloadable for Tutela members. All lessons and worksheets are available in two formats: .docx for easy editing, and pdf for easy printing. They could be used as curriculum for an entire course or as individual lessons. They could also be used as shorter modules within a LINC curriculum. Be sure to check out the instructor guide for a list of tips on setting up a trauma-informed space. Access the materials on Tutela.ca here: [CLB 3-4](#) or [CLB 5-6](#).



First afraid? Right now, to help any, to help another person or any family, I'm happy to help. Confidence.
—CLB 4 participant

Some told us that thanks to the course, they might try to attend doctor's appointments on their own or read the labels on

We'd love to hear your feedback, successes, and challenges. Get in touch with Victoria Surtees at Victoria.Surtees@ufv.ca.

Ekta Podcast: Amplifying Student Stories in Higher Education

by Victoria Surtees



IT ALL STARTED IN 2021 when a faculty member said to me: Victoria, if you want to include student voices in your teaching and learning workshops, why don't you just make a podcast?

And just like that, I became the host and producer of *Ekta: Learning Differently, Together*, a community podcast in which postsecondary students share what has made them feel powerful and powerless during their university experiences. With a special focus on multilingual and international students, it features 30-minute interviews with students from Vietnam, India, Kazakhstan, Türkiye, Japan, Kurdistan as well as Indigenous students. In very honest, and often vulnerable ways, they demystify pre-conceptions about their countries, talk about how English and racism make them feel powerless, and they share stories of faculty and experiences that have given them strength. They also provide powerful advice about ways to create inclusive spaces.

For me, the experience has been humbling. I will never forget when Bradley, an international student from Vietnam, who came to Canada in Grade 11, said: “I don't know who the prime minister of Vietnam is! If you ask me, I'd say it's my mom! I am not my country's politics.” Or when Mehmet shared how the devastating earthquake in his home country of Türkiye impacted his mental health and ability to engage with classes. Or the time that Angela told me how she paid her tuition by winning a karaoke game show in Japan (spoiler alert: she treats listeners to a sample of her amazing singing voice as

well!). These stories make an impact—especially when we can connect to the storyteller through their own voice.

The podcast is available on [Spotify](#), [Apple Podcasts](#), [Google Podcasts](#), [Audible](#), [RSS.com](#) and airs once a week on [CIVL Radio](#). It has been downloaded over 650 times and is being included in curricula in some courses at the University of the Fraser Valley.

Why Ekta?

In Punjabi, Hindi, Sanskrit, *Ekta* means “unity, solidarity, and togetherness.” When I chose the name for the podcast, I knew that I wanted something that was not English. If I were really bringing the voices and perspectives of other students, that had to include their languages. It was my small gesture to dismantle the harms that English-only policies have had for people all over the world. At my university, we also have a very large number of international students from Punjab and many more whose parents immigrated to the Fraser Valley from that region. I have had international students approach me when they see the Ekta posters and say, “Hey! I know that word!” When they say things like this, I think about what we mean as educators when we say that students should be able to “see themselves” in their places of learning. Could that include hearing themselves too?

Podcast as curriculum?

Ekta is a great resource for all educators to expand their understanding of student experiences. I use it in my own work with faculty and staff. However, many students have also approached me to share that the stories really resonated with them. Episodes could be used in orientations and transition courses to discuss campus resources or inclusion, for example. In the English teaching world, episodes could be used for listening and discussion activities—or to provide students with samples of the types of podcast episodes they could create for themselves! Episodes come with full transcripts and in some cases, a learning guide as well.

Why choose podcasting?

To give you a bit of context, I work at the University of the Fraser Valley as a learning specialist in their Teaching and Learning Centre. My role is to provide resources for faculty and staff to support international and multilingual students. While I have expertise in TEAL and intercultural education, I grew up in Langley, in a White, English, monolingual household. When

[Continued on next page](#)

Etkta Podcast continued



Episode Art for podcast guests mentioned in this article. From left: Mehmet Ercan, Angela Chubak, and Bradley Nguyen.

I began my role in 2020, I was all too aware that in my work, I would be called to speak on behalf of a group of which I am not a member, to tell the stories of their difficulties, and to propose solutions. I knew those stories were not mine to tell. How could I bring in student voices in a way that would be fair to students and resonate with faculty?

Podcasting provided the perfect solution.

I was able to discuss and plan the content with students ahead of time, ensuring students had the time to think about and select the stories that were important to them. I could also edit the recordings so they could be proud of their episodes—they always get the final say. Thanks to sponsorship from UFV

international, I could also give students an honorarium to recognize their work. I can now use the episodes repeatedly in my workshops, and students have something to share with family and friends and on their CVs. I hired an international student, Tushar Malhotra, to work up the branding and used the song of a former international student and musician, Saint Soldier, to start and end the podcast. I also connected to the local community radio station, CIVL 101.7, which airs it once a week.

When I ask the podcast guests about their podcast experience, they often tell me about the importance of giving back. They hope their stories will make a difference. Today, I share their stories with you to support them in their goals.



Click this image to check out my new podcast!



Victoria Surtees is a Teaching and Learning Specialist in internationalization at the University of the Fraser Valley. Her research draws on discourse analytic methods to investigate informal opportunities for language learning (e.g., peer interaction) as well as ideologies and discourses related to study abroad, international education, and language learning in a globalized world.



Conference volunteers and a van full of snacks!



Waiting for the plenary talk to begin at BC TEAL 2023

A BC TEAL Interview with Dr. Li-Shih Huang



Dr. Li-Shih Huang is an incredible scholar. She is currently an Associate Professor of Applied Linguistics and Teaching Scholar-in-Residence at the University of Victoria. Li-Shih's teaching and research interests include applied linguistics, second language acquisition, EAP, assessment and language learning strategies. Li-Shih is also respected contributor to many professional journals, an amazing mentor and teacher educator.

BC TEAL took some time to interview Li-Shih Huang, PhD, Professor, Learning and Teaching Scholar-in-Residence, and Undergraduate Advisor at University of Victoria

You will find her article, "The Stories of My Life: A Task-Based, Oral Narrative Lesson for Employment Purposes for Learners with Refugee Backgrounds" in [Vol. 7 No. 1 \(2022\) of the BC TEAL Journal](#).



What experiences, people or events have been your inspiration to work and research in the field of EAL?

Having been on and worked on all sides of the table as a language learner, language-teaching professional, program and pedagogical materials developer, researcher, and teacher trainer both in Canada and overseas, my main inspiration for work and research has been the people our work and research serve—learners and practitioners across different contexts. Since the very beginning of my career some decades and a half ago, I have been inspired in both my teaching and research to connect the university's wealth of resources with finding solutions to some of our society's most critical challenges, whether they be civic, social, economic, or moral. The work I have done over the years is therefore practice oriented and in line with what some have referred to as use-inspired basic science—fundamental research with high considerations of use and pursuit of understanding. As I wrote in University Affairs ("Whose priority are we working for?") or in the LSE Impact Blog ("[There's a disconnect between 'scholarly value' and how we reach audiences who need research](#)") nearly a decade ago, I have held as my unwavering priority a need to make a difference in the world by performing research and community outreach that has practical significance, and that has been my greatest inspiration for working and researching in EAL.

What are some things you are excited about in EAL? Is there something you are eager to try out with learners, new materials or perhaps a new understanding about how additional languages are learned?

I am excited about many areas in EAL, especially those I haven't yet had the necessary time to explore in the ways I've

wanted. For example, we acted on our humanitarian instincts to come up with tangible solutions using an interdisciplinary lens by developing the SLEEC (Syrians Learning English for Employment in Canada) program; we also field-tested over 550 hours of free instruction using the lessons and materials we developed. Taking that work and exploring how we can transfer SLEEC's instructional approach, methods, and material development beyond Syrian refugee learners to newcomers of other linguistic and cultural backgrounds and life experiences is something I'm eager to do. Another example is my desire to resume exploring how to adapt existing digital games that learners are already playing, or how to use game-based learning principles to optimize language-learning potential. I designed and implemented such lessons and materials with great success in K-12 (Grades 2–5) prior to the pandemic. Opportunities that allow me to connect research and practice and to leverage my research skills, my passion for developing pedagogical materials, and my ongoing work in community outreach are what keep me excited and keep me going.

What are some practical implications of your research? How can educators bring it into their classrooms?

This is a challenging question to answer because with every one of my projects, its practical implications are always my primary concern. But selecting something that educators can use in their classrooms also highly depends on the context of their teaching and their students' learning, and so each of the lines of research I mentioned earlier has had different practical implications. The goal of striving for a direct, relevant impact on practice and outcomes has connected all my work and guides what I

Continued on next page

A BC TEAL Interview with Dr. Li-Shih Huang continued

pursue in my interwoven research, teaching, and service at my university. For example, my work has cut across several use-inspired research strands connected to teaching and learning, from reflective learning and strategic behaviours in both learning and testing, to data-driven learning, to the language-learning needs of graduate and undergraduate international EAL students, to the SLEEC project. These projects in turn have led to my newest lines of research, which focus on the social, educational, and professional impacts of high-stakes standardized tests in order to address fairness and justice issues of English communication assessments, thereby

contributing to strengthening equity, diversity, and inclusion in Canadian society. Let's take the SLEEC project as an example. The practical implications of that research can be gleaned from the open-access article ("[Supporting adult Syrian learners with refugee experience in Canada: Research-based insights for practitioners](#)") I wrote specifically for practitioners, published in the Journal of Education, in which I offered accessible linguistic insights from cross-linguistic analysis and instructional considerations based on our research. These included using an asset-based approach, affording opportunities to navigate identities, aligning needs with instruction, connecting

teaching/learning to the outside, valuing multimodal pedagogies, harnessing the power of learners' own language, and embracing pedagogical openness, all of which teachers can adopt or adapt in their own teaching in the classroom.

Please do get in touch if you are interested in exchanging ideas about anything related to EAL teaching in the areas I have worked on or published in. I always look forward to seeing colleagues and learning about their practices at our next professional conferences, which often inspire what I do in our teacher-training programs and in my own research.

Can you see yourself here? Submit your article to BC TEAL!

Articles for [TEAL News](#) and the [BC TEAL Blog](#) are submitted by volunteer authors who work, volunteer, and/or study in British Columbia. Past authors have included LINC instructors, EAL program administrators, academic program students and instructors, TEAL Charitable Foundation winners, language learners, and volunteers.



All voices are welcome and valued here!

Members have indicated they would like to see future articles on the following subjects. Perhaps you will find something on this list you would like to write about, or maybe it will inspire you to submit an article on something you think our members would like to read.

- Transition challenges to online learning, then back to face to face
- Things that make my life easier. I have very few hours in the day and am paid for even fewer. Give me tools.
- More topics related to LINC or settlement language sector
- Newcomers' experience in learning English as well as how to fit the new community

You will find more information and the submission portal on our new website, bctéal.org/be_a_contributor.

You can also submit your articles, ideas, and questions for *TEAL News* to editor@bctéal.org and BC TEAL Blog to socialmedia@bctéal.org.