TEAL News

Fall 2020
www.bcteal.org

Supporting Learners & Teachers

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BCTEAL
TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

OUR GOAL

To provide professional development opportunities and a supportive community to our membership of EAL professionals and institutions.

PRIORITIES and OBJECTIVES

MEMBERSHIP
Improve our understanding of our members.
Provide opportunities for engagement and volunteering.
Provide excellent networking and development opportunities.
Ensure members see value in their membership.

ENGAGEMENT
Develop and implement an effective communication plan.
Ensure our website is dynamic.
Engage regularly with our members.

POLICY & ADVOCACY
Effectively implement our Respectful Interactions Guidelines.
Assess the needs of people in the EAL field.

PROFESSIONAL DEVELOPMENT
Ensure responsiveness to the needs of members, regions, and sectors.
Offer high-value professional development opportunities.
Provide relevant learning opportunities in the settlement language sector.
Generate income through both PD activities and sponsorship.

GOVERNANCE & FINANCES
Ensure effective governance.
Clarify roles and responsibilities.
Streamline operations to cut costs.
Replace lost revenue through online PD activities.

PUBLICATIONS
Support ongoing teacher development through the publication of timely blog posts, interesting newsletter articles, and scholarly journal papers.

COLLABORATION
Demonstrate relevance within our field.
Partner on creative adaptations during COVID-19 and beyond.

OUR VALUES
COMMUNITY | SUPPORT | INCLUSION | COLLABORATION | FINANCIAL SUSTAINABILITY

DESIRED OUTCOMES

MEMBER TEACHERS will feel like valued contributors to community and understand how best to apply their skills during these times of change.

ALL MEMBERS (teachers, administrators, principals, etc.) will find community, positive support, and encouragement; feel valued and free to contribute; grow professionally and pedagogically; and feel a strong sense of professional identity.

THE EAL COMMUNITY will recognize BC TEAL's contribution and support to its members.

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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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BCTEAL
TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Supporting Learners & Teachers
by Scott Roy Douglas

SINCE MARCH 2020, English as an additional language teaching and learning has been roiled by the world-wide impact of the new coronavirus and COVID-19. British Columbia has not been immune to this impact. International travel has been restricted, schools have closed, programs have downsized, classes have changed in format and delivery, and instructors have risen to the challenge of providing quality online learning experiences.

Throughout this crisis, BC TEAL has sought to support our members through a number of initiatives, including the ongoing publication of the newsletter. In this issue, readers can learn more about BC TEAL's plan for the upcoming year, a collaborative approach to academic integrity policies, recent research related to identity exploration and reflection, a celebration of a valued member's life, a definition of EFL, ESL, and EAL, principles for writing English language teaching materials, the role of intuition in teaching English as an additional language, a reflection on the path towards becoming an EAL teacher, and a response to the challenges of online teaching and learning.

As we look to the fall season and beyond, it is hard to predict what classrooms will look like over the next twelve months. However, this publication is offered as a way to keep our members connected and to share ideas that support both teachers and learners during a pandemic.

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

CALLforSUBMISSIONS

TEAL News
TEAL News is the platform for BC TEAL members to share their work, ideas, and innovations with a wide readership. The main goal of this publication is to shine a spotlight on work done by and for EAL teachers in British Columbia. New issues are distributed to institutions across the province and online through **BC TEAL's website**, with selected articles shared through **BC TEAL's blog** and **social media** outlets.

TEAL News invites submissions for the Winter 2021 issue. Newsletter articles are usually 500–1000 words in length. The deadline for submissions to the next issue of TEAL News is November 1, 2020. Please contact the editor, Scott Douglas, with your submission ideas at **editor@bcteal.org**.

We're looking for … articles about your research projects … descriptions of classroom activities … anecdotes and stories about your experiences … book or article reviews … reports about talks, seminars, or conferences that you've attended … reflections on English language learning … and, any other creative work BC TEAL members should know about.

BC TEAL Journal
The *BC TEAL Journal* is your peer-reviewed scholarly publication. The journal exists to promote scholarship related to the teaching and learning of English as an Additional Language (EAL) in British Columbia, with articles reflecting and making connections to the varying contexts and settings of BC TEAL's members.

The journal invites the submission of original previously unpublished contributions, such as research articles or theoretical analysis, classroom practice, opinion essays, and book reviews. Manuscripts are accepted on an ongoing basis throughout the year.

For more information about writing an article for the journal, as well as details about the submission process, please visit the journal's website at **https://ojs-o.library.ubc.ca/index.php/BCTJ**.

Greetings Members

by Cindi Jones

Image by Engin_Akyurt from Pixabay

HELLO BC TEAL COMMUNITY! This is my first message to you since becoming your president in April, and it has been an action packed few months!

For educators, COVID 19 immediately impacted our lives as we moved in a matter of days from the classroom to teaching online. However, the long-term effects are still unknown as we wait to see when students are able and willing to return to Canada, and to the classroom. Many of us will be looking for new jobs, and those who have continued to work will be doing so in drastically altered circumstances.

The theme of this newsletter, "supporting teachers and learners," has been the board theme since April as we have worked on how we are going to support our members and community in the coming year and beyond.

Membership:
It is more important now than ever before that we maintain connections with those who can support us, and professional association membership is an important part of connecting with your professional community. If you have been impacted by the COVID 19 Crisis, BC TEAL will cover your membership until March of 2021 (see COVID Membership Response.)

Engagement:
We want to hear from you, and provide a space for you to support each other with your skills and expertise. The monthly **Coffee Time**, **Private Sector Happy Hour**, and (starting in September) **LINC Lounge** are all spaces for you to share ideas, ask questions, support each other and let us know what you need.

Policy and Advocacy:
The Board's response to the Black Lives Matter protests is a commitment to do better by including steps in our governance and process that will ensure we continue to be leaders in the field. This will include inviting more speakers who are Black, Indigenous, and People of Colour, and encouraging presentations and workshops that deal explicitly with racism in language learning and teaching. For ideas to inform your own practice, please read Worth the Risk: Towards Decentring Whiteness in English Language Teaching in *the BC TEAL Journal.*

Professional Development:
With no annual conference, we will be delivering professional development differently. Both Back to School Boot Camp and LINC Reboot will offer sessions to help you prepare for your fall classes. Many thanks to Pearson ERPI for their continued support and to AMSAA for their collaboration in these events.

I have thoroughly enjoyed working with the amazing volunteers that make up your board. At the annual board retreat, we set out priorities and objectives for the coming year to accomplish specific goals based on our values as an organization. There is a one-page document in this Newsletter that summarizes our commitment. I urge you to read it, discuss it, ask questions, and hold me as president accountable to the commitments we have made.

I look forward to the coming year. There will be challenges, but as a profession we are resilient and committed to not just surviving, but to doing so with grace and compassion.

Safely Ensconced Behind my Keyboard,

Cindi

Cindi Jones has been in the EAL industry for over two decades. Her career has included teaching in the public post-secondary, LINC, and private for-profit sectors. She has also taught public school teachers in China and Omani nationals in Muscat. Cindi has presented for BC TEAL, ATESL, and TESL Toronto. She has been active in BC TEAL as a member of the PD Committee, co-chair of the 2018 Vancouver Island Conference, and interim chair of the PD Committee.

Purlicue

by Anita Veal

THE JUNCTION—I still recall the day I entered the classroom to teach my first ever English for academic purposes class. Naturally, due to eagerness, I arrived about 20 minutes early to study the room. Upon arrival, I noticed two female students in the back of the room giggling at something from what appeared to be a magazine and decided to strike up a conversation. This moment allowed me to calm my nerves a little before class commenced. Growing up, I never thought of becoming a teacher. Yet, here I was preparing myself to deliver an intermediate reading class. I drifted away and thought about how a combination of life events engineered and shaped by family, education, travel, and work experience led to this pivotal junction.

THE STAGE—I can still smell the intoxicating aroma emanating from our kitchen. My mother was making the usual breakfast for us, which meant eggs, yogurt, pita bread, and black tea with milk. On this particular morning, I had major news to share with my parents that filled me with nervousness. Before leaving my room for breakfast, I told myself that no matter what happens during the conversation I was not going to back down. I was in my third year of studying political science at Western University and still remembered how proud my parents were when they learned I was accepted to the university. My parents were proud of me, not only because I was the first family member to attend a post-secondary institution; but, also because a few years back, it was a common occurrence to catch me studying in the middle of the night translating every word of a textbook before actually doing my homework. Nonetheless, I remember loving to flip the extra thin sheets of paper from my old and well-used dictionary. I also recall being frustrated many nights trying to learn biology without understanding the majority of the terminology since it was either rooted in Latin or named after historically famous scientists. I will never forget the word "*purlicue*." More on this later.

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THE REVEAL—The major news to reveal was related to my future aspirations and a significant shift in focus. I decided not to pursue law school, and instead travel for a few years as well as work-abroad. It was my parents' dream that I become a lawyer. After telling my parents, my dad turned to me and said with his annoyed voice, "What else will you do with your political science degree?" According to them, you go to university to become an engineer, a doctor, or a lawyer. I replied, "I don't know what to do at the moment, but I'll figure it out." Eventually, my parents understood the decision and supported the journey forward.

THE PURLICUE—It wasn't until I worked as a program assistant with International Student Services at Western University that I got to meet amazing people from all around the world. Subsequently, I worked abroad and completed graduate studies as an international student in Europe. My passion for people, culture, and language flourished as a result of these experiences. Now, back to *purlicue*. Beyond being a word I never imagined learning many years ago, it has become the word that most aptly describes my path. *Purlicue* is the space between one's forefinger and thumb. The forefinger represents my origins. The *purlicue* is my journey. The thumb is the culmination of events and influences from my family, education, travel, and work experience being realized in a love for teaching. I consider myself lucky to have been teaching since 2010, having gained a plethora of precious memories along the way. I look forward to continuing this *purlicue*.

Anita Veal, MA, is a lecturer at the University of British Columbia Okanagan campus, teaching EAP and First Year English courses. Presently, she is interested at assessing the success of LINC program particularly among Syrian refugees related to settlement/integration issues in the Interior/Okanagan region. She is the current BC TEAL Website chair.

Holistic Classrooms, Community Engagement, and the Wired Window

by Karin Wiebe

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AFTER A SPRING of unprecedented challenges, the virtual English as an Additional Language (EAL) classroom framework is up and running across British Columbia and the BC TEAL spectrum. Teachers are using combinations of synchronous and asynchronous instruction, activities, and practice to ensure learners continue to move forward with their language goals. Core units are consistent with pre-COVID classrooms and tried-and-true teaching materials have either been uploaded or remade on quickly adopted platforms.

We all hope that COVID is a temporary driver, but based on virtual "coffee" conversations, educators believe that online EAL education is here to stay. That means it is time to start gathering in key elements of the classroom which were left behind in the rush. One tool in the box of EAL education which has not survived the leap from real to virtual, is local community involvement, a core feature of holistic education. Instructors and students have raced to learn the new target language of computers, but is it the same language for both? Are EAL learners hoping for something more than English language text when they gaze at the computer screen? Margaret Noori, Professor of English and American Indian Studies at the University of Wisconsin-Milwaukee has explained that there are

no shortcuts to language learning online, but the "Community" page of Noongwa (now located at ojibwe.net) has made the connection between lessons and "tradition" (Noori, 2011, p.13). Designed to allow fluent speakers and learners space to express opinions, it also contains calendars and prayers that work to weave spirituality into technology, which Noori likens to prayers "through a wired window."

Related to ensuring language learners move forward with their goals, a 2018 study of English language students and their families in Southern California situated schools as "a part of a larger social construction" where a holistic program offering regular community connection reduced student anxiety and barriers to class participation (Wall & Musetti, 2018, p.1). Wall and Musetti explained that the school's "persistent under-achievement" was overcome through a variety of learning opportunities including "tutoring provided by community agencies (and) guided walks around the neighborhood" (p.1).

In British Columbia, Language Instruction for Newcomers to Canada (LINC) schools have long fostered partnerships with community members to support holistic programming.

Teachers use local news and special event announcements, field trips, and special presentations to foster interest, connection with a newcomers' community and above all, engage learning. Community-based learning opportunities form a substantial portion of the school calendar, working in tandem with in-class topics and lessons. But online language classrooms as of spring 2020 are showing evidence of the need to re-address and redefine holistic education in virtual environments.

In a June 2020 AMSSA webinar, *What's Working with Remote Language Delivery in BC*, BC LINC instructors and industry stakeholders discussed challenges and successes teachers are experiencing through the transition to online classrooms. Sika Patton, a language instructor with the Inter-Cultural Association of Victoria explained that a disparity in technology skills was an early hurdle to overcome. Technology-friendly family members of students were enlisted to help the adult learner log on and participate (AMSSA, 2020).

The introduction of family as active participants in the online classroom is an example of a potentially exploitable resource. Dr. Ahmar Mahboob, an associate professor at the University of Sydney and keynote presenter at the *2018 BC TEAL Annual Conference* explained that assignments should be built with a student's lockdown community in mind (Mahboob, 2020). He uses a lesson example of a Fake News Presentation where students can be encouraged to discuss activities with their family, collect opinions, and even get assistance in doing tasks. This type of activity situates everything and everyone around the student during isolation as an available learning resource and works with holistic education practices. He explains that "as teachers we are never dealing only with students. Students belong to a community, they're part of somewhere else. If you're dealing with online education at the moment, your students are all in their homes" (Mahboob, 2020).

Marylin Ang, a language instructor with the Immigrant and Multicultural Services Society of Prince George, explained that many students were working professionals prior to coming to Canada, bringing digital literacy and a wide variety of experiences with them (AMSSA, 2020). In her example, the lesson topic for level 5 to 8 LINC learners was "Coping with Lockdown." She explains that students were scaffolded towards a video production activity that combined their own skills and creativity with cell phones. The assignment is interesting because the language learning outcomes are created within a student's "isolation" geography, and it opens a door to the emergence of new kinds of cyber-holistic language education.

The optic of geography poses a conundrum to online classrooms. Students are physically constrained to a residence, but they have access to planetary-size resources through computers. Field trips have become impossible and yet *more* possible than ever before. New opportunities present themselves weekly for exotic tours like The Smithsonian or The Vatican. But how important is the *physical* location of a cultural institution when field trips become virtual? Do these kinds of field trips meet the requirements of holistic English language education? Or could it be argued that British Columbia EAL classrooms should embrace the hundred-mile diet of virtual field trips, specifically engaging with local institutions, producers, and businesspeople?

Enter the New

There is a new role in 2020 for the EAL community to redefine and reactivate established community partnerships and foster serious holistic program expansion. As community institutions and businesses craft their own online architectures, language educators have an opportunity to step up and request space for virtual tours of previously untapped locations like medical or dentist offices, where students can observe presentations and ask questions.

What an exciting time to be in the EAL industry! Teachers have gained an all-access pass to think outside the wired window. Who else can be brought into the online classroom? Local first responders from Fire Departments or paramedics, hospital staff, cultural heritage and historical societies, festival societies, musical societies and schools, hobby and sports clubs and local manufacturing all become possible field trips as geography is erased. The question becomes, what do we, the instructors and students of BC's EAL programs have to offer the community in return?

Karin Wiebe is pursuing her Master of Arts at UBC's Okanagan School of Education. She is interested in Canadian immigration in second and third tier communities, specifically inter-sections of language learning and employment. She currently works as an on-call instructor with LINC in Kelowna.

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Academic Integrity Policies: A Collaborative Approach

by Tyler Ballam

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"DON'T PLAGIARIZE!" This is something we have either had to tell our students or listen to as students. As anyone working in the area of teaching English as an additional language (TEAL) will agree, concepts related to academic integrity are culturally defined and require an explanation that goes beyond linguistic understanding. There are two languages at play here; the language of English itself, and the academic language of post-secondary institutions. It is hard enough for a learner of the English language to become familiar with the mechanics of grammar, syntax, and vocabulary, let alone be able to fully comprehend the "rules" laid out through academic integrity policies. There is a need to analyze what these policies are, how they are drafted, and how they are received. I would argue that there is a disconnect between these policies and how they are understood by English as an additional language (EAL) students and teachers. If we are to establish a set of shared values based on collaboration, then a more constructive conversation could emerge and help set parameters which could be understood by all.

Turning to Bourdieu (1991), we can see how language can be used to perpetuate an imbalance of power. In regards to academic policies, the wording within these policies has been traditionally understood by a select few to maintain stratification between groups. This language may be referred to what Fairclough (1995) categorized as "genre-language."

Although Bourdieu did not specifically write about academic integrity policies, van Zanten (2005) draws a connection between his views on cultural values in education and policy formation. She writes, "Academic language is a historical product, an amalgam of different traditions, and in that sense a specific school form…" (p.673). We can see how academic policies are culturally influenced by society on the whole (habitus), but enacted by policymakers adhering to a set of prescribed outcomes.

As we now turn to a new world of education (which will be mostly online this fall), questions around academic integrity policies will grow in importance. The "context" of academic integrity policies will be blurred. For example, would a first-year student who is studying in China and whose first language is not English be able to fully comprehend the policies developed at their institution in British Columbia? Who is accountable if a student engages in academic "dishonesty?" These questions bring up issues that go well beyond the scope of this short article. However, the drafting of future policies on academic integrity will have issues to address that may not have been previously considered. The need then is to study policy formation in relation to an audience that goes beyond national borders.

The theme of this issue is "supporting teachers and learners." If we are to spend the time in understanding what academic integrity policies are and, through collaboration between all stakeholders, draft policies that do not attempt to impose cultural values and use clear language, then we can help support both teachers and learners in creating an environment that is inclusive and rich. In essence, there would be more "integrity."

Tyler Ballam started his teaching career in South Korea shortly before the World Cup in 2002. In 2010, he was offered a position to teach EAL in his hometown of Kelowna and went on to co-ordinate international study-tours for groups from Japan and China. Currently, he is teaching communications at Selkirk College in Nelson while pursuing a Doctorate in Education through Glasgow University.

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Celebrating the Life of Alison Whitmore

by Brenda Lohrenz

The Incomparable Alison Whitmore, one of BC TEAL's 50 at 50.

Alison and Jo-Ann at the 2017 TESL Canada Conference

THE INCOMPARABLE Alison Whitmore passed away after a nine month battle with cancer on April 23, 2020. Those of you who knew her, appreciate that Alison was indeed a force of nature. A coordinator at Coquitlam Continuing Education for ten years, Alison was a devoted source of compassion and support for the immigrants and refugees that attend the ELSA/LINC classes in the district. Colleague Jo-Ann Dykstra (pictured with Alison at the TESL Canada 2017 Conference) mentioned that Alison "would take the time to visit every LINC class at both locations weekly … just to drop in and let everyone know she was there for them." School principal Sarah Husband added that "Alison had a strong vision and became a strong voice locally and provincially for the needs of new Canadians. She had insight… and an incredible capacity for program and policy development."

Alison took her voice to ELSA Net/LISTN and sat as board president from 2014–2016 during a transitional time for the sector. She then sat on the BC TEAL board from 2016–2017 to lend her voice on behalf of settlement language providers in the province. Having worked with her in both these capacities, I can attest that she was a true mentor, a valued friend, and a trusted ally. She would always offer a smile with her ever present "get up and go" attitude. Never losing sight of the ultimate goal, she remained passionate about supporting newcomers to British Columbia in the best way possible. If that meant fighting for the programs and policies that would better serve these populations, then bring it on!

Her example taught me fortitude and attitude could comfortably coexist with humour and a great sense of fashion—Alison never disappointed. She was unflappable, generous, and dependable.

Thank you for your empowering ways and exuberant disposition Alison, you were a "difference maker" who will remain in the hearts of many!

Donations towards a bursary fund in Alison's name are being accepted. Please get in touch with Jo-Ann Dykstra (JDykstra@sd43.bc.ca) for more information.

Brenda Lohrenz is currently the Executive Director at Eastside Family Place in Vancouver. She held the ED position at BC TEAL (2016–2018) and prior to that she was ED at LISTN (Language Instruction Support and Training Network, formerly ELSA Net) from 2004–2016. She recently completed her MA in Community Development at the University of Victoria.

Intuition in Teaching English as an Additional Language

by Belkis Toredi

Expert teachers constantly adapt their strategies to the needs and opportunities of the moment. Effective teaching is a constant process of adjustment, judgement, and responding to the energy and engagement of the students
(Robinson & Aronica, 2015, p. 106).

Photo by Engin_Akyurt from pixabay

WHEN I TURNED OFF my car in the parking lot to head to the Kelowna Downtown Library, I felt thrilled to begin a new path in my teaching career. My student, whom I was starting to serve voluntarily as a part of the Volunteer Literacy Tutoring Program (VLTP) at Okanagan College, was waiting with her 6-month-old baby, and it wasn't difficult to recognize her in the library. With her baby in the stroller and everything arranged to keep the little cutie busy, her eyes were searching for me. It was going to be my first session as an English as an additional language (EAL) teacher after a long break in teaching, during which I was dedicated to understanding and practising insights for learners as a professional coach. My student's goal was to improve her speaking and pronunciation skills. When I was told that she had been living in Kelowna for three years, I had hesitated about if I could be of service to her as a teacher with no cultural immersion in an English-speaking community until the last six months in my life. Her having her baby with her during our meetings was another reason to hesitate; however, being highly attracted to practicing my profession in an international setting, I decided to give myself a chance for a challenge and to go beyond the boundaries of my professional skills. Somehow I also had the gut feeling that this

service was going to add great meaning into my life as a woman dedicated to volunteer work and lifelong learning. It was a very warm meeting! Out of my wondering, I first connected with the sweet baby just to figure out if she could let us pursue our ideals. Our eye-to-eye connection worked well, and it put a big smile on her face, which lit the green light in my mind's eye for this adventure.

Albert Einstein said, "The only real valuable thing is intuition" ("Learning to Learn," n.d.). Sinclair (2011, as cited in Sipman et al, 2019) has described intuition as direct knowing without conscious information processing. As a teacher I have always been deliberately open and willing to bring intuition into my teaching experience because I believe it is an effective way of sensing students' needs, keeping them fully engaged, and bringing harmony and joy into the teaching climate. I thought our intuition guided us to meet at the library instead of a cafe. When our warm-up meeting ended, I stayed in the library and went upstairs to search for some sources to use to support our course. I love feeling flexible and bringing creativity into session plans and have always considered the flaws of course

books as an opportunity for bringing flexibility and creativity while most my colleagues complain about it. Walking along the library halls, I came across the books *Accent on Canadian English* and *the Oxford Picture Dictionary*. I thought they would be a good start to practise speaking and pronunciation skills. Pictures have always been a first aid source for me. They appeal to all levels of learners with their vividness, and you can create infinite ways of practising language out of them. While I was teaching at public schools, I always kept pictures in my bag and used them spontaneously to enrich and diversify my teaching in complex times. Later, I also found some academic sources as well, but since my student did not have academic goals, I preferred to stick to my library findings for the beginning. In addition to the books I borrowed from the library, *the Westcoast Reader*, which offers practical support for daily speaking skills, was at my disposal.

While I was flicking through *the Oxford Picture Dictionary* to decide what to speak about in our first session, my heart made me stop at the "Symptoms and Injuries & Illnesses" and the "Medical Conditions" pages. Since she has a young baby, it could be an important topic for her to learn and practise for possible health visits. Our negativity bias always drives us into things that can be counted as threats. When we were studying, I saw that my tendency to use pictures for student engagement worked again; the topic was intriguing and she was highly attracted to learn. While we were talking about health conditions, I gave some examples from my own health issues, and it was so striking to see her engagement when she was telling of me and her mother having similar illnesses. She was so curious, became very inquisitive, and kept asking to learn more. Maybe she missed her mother in South Korea and felt some kind of connection with her, or it was in her area of interest and need, or an instructor's intimacy with her grasped her attention. It was very genuine and there was spontaneity,

Image by jcomp from freepik

and I saw that my intuition guided me in the best way to raise the interest of my student. I love to see my students engaged, motivated, and as active agents of the learning environment. Whenever I asked her questions about South Korea and her cultural experiences to offer her a chance to internalize what she was learning, she asked me back similar questions about Turkey and my own experiences with great curiosity. We usually ended up having an overall picture of the topic in an inter-cultural setting, including Canada, South Korea, and Japan.

When we did pronunciation using the *Accent on Canadian English* book, some sentences made her more excited and she instantly commented on them. It is great to see your student as an active participant of the learning process. As long as there is a destination to reach and you stick to it, it is so beneficial to enjoy the course of the learning journey. To go with the flow and sensing the interest and need of the student spending some extra time at *specific points/demanded spots* makes the experience very personal and increases the learning value of the session.

In the end of our first session, I felt no worry if I was adding value to my student. We were in great harmony; there was genuineness and spontaneity, which resulted in enjoyment, engagement, and effective learning. My intuitive skills helped me with insights and a positive learning environment by supporting the structure I created out of my professional skills. Even the little baby respected to our harmony, and although she had a few attempts of distracting us, they did not last long.

Belkis Toredi, MA, is an EAL teacher, International Coach Federation accredited professional coach, and the founder of an international student recruitment agency. Being passionate about working with international students and facilitating their learning journey, she is enhancing her professional development as an MEd student at UBC's Okanagan School of Education.

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Principles for the Development of Additional Language Learning Materials

by Ronan Scott

LANGUAGE-LEARNING MATERIALS are anything used by a teacher or a learner to learn a language (Tomlinson, 2011). Materials should also be grounded in second language acquisition (SLA) theories (Tomlinson, 2017). Ensuring language-learning materials are efficient and actually foster language acquisition is a continuous responsibility and part of the process of being a language teacher. To support effective English language learning, I have identified a set of six principles for additional language learning development. Each principle is connected to various theories of education and SLA. It is important to note that it is not "one principle one SLA theory," but "one principle and many SLA theories." Also, one SLA theory may be applied to several principles.

Overview

To explore the importance of having a set of principles for materials writing, language-learning materials for a small Language Instruction for Newcomers to Canada (LINC) class were created and reflected upon according to the set of six pre-determined principles for language-learning materials development and evaluation:

1. The materials are as authentic as possible;
2. The materials actively reduce classroom anxiety;
3. The materials are relevant for students;
4. The materials support students becoming valued members of the community;
5. The materials promote controlled and free production of language; and
6. The materials provide rich recycled exposures to the target language.

Edited map of downtown Kelowna

The materials for the LINC class were created based on three criteria: (1) the overall themes the students chose to study; (2) the connection to Real World Tasks (RWT); and (3) the materials perceived connection to the pre-determined principles. Informal data were gathered before, during, and after the use of the language-learning materials. The specific materials chosen for this particular activity were a list of typed downtown Kelowna places of interests and an enlarged edited
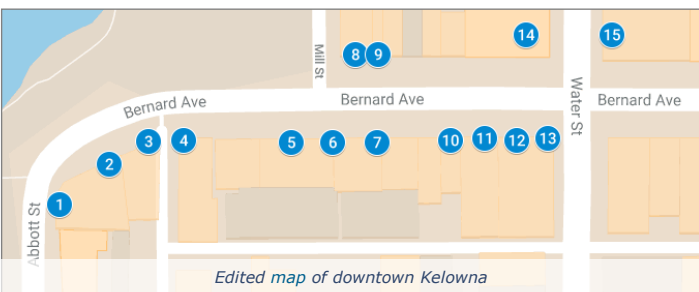
printed Google Map of downtown Kelowna. The materials were chosen because they were based on the theme of community, they had several connections to RWTs, and, if used correctly, the materials could foster a strong connection to the pre-determined principles.

The Material's Relationship to the Principles

Principles 1 and 2 state that language-learning materials should be as authentic as possible and should reduce anxiety, respectively. In my experience of teaching adults, there is no doubt that anxiety can lead students to hitting their affective filter. The affective filter is a theory which describes the point where students cannot learn anymore because meaningful input in the target language is not being processed. Student may hit their affective filter due to several factors including but not limited to anxiety, lack of motivation, lack of self-confidence, stress, and many more (Krashen, 1982). Creating materials which help students avoid hitting their affective filter should be a standard part of materials development. A trigger for classroom anxiety can occur when students are exposed to too large an amount of input, especially if it is beyond their current level of competence. Just because they are exposed to language, it does not mean they will necessarily acquire the additional language (Spada and Lightbrown, 2013). The input has to be meaningful and comprehensible (Krashen, 1982). The use of "authentic as possible" rather than "fully authentic" materials was taken into account in an attempt to reduce classroom anxiety through the idea that "less is more" and to avoid inundating the students with irrelevant information.

The names of downtown establishments which were not relevant to the lesson were dis-abled. Furthermore, the use of a small area of downtown was also chosen because students were familiar with this area. Through observations, I recorded several students reporting they liked the physical size of the paper (letter size 8½ x 11) the map was presented on and the size of the street names. Students' initial positive response to the material would suggest the edited, letter sized material did help prevent or lower classroom anxiety without too much divergence from the fully authentic map.

Principle 3 states materials should be relevant to the students as making classroom content relevant to students will help them acquire an additional language and be more motivated (Knowles, 1980; Lightbrown and Spada, 2013). The materials in this activity were perceived to be relevant for the students for

five reasons. (1) They live or frequent downtown Kelowna several times a week; (2) it presents an opportunity to use the target language of the overall activity and unit; (3) they asked for it; (4) navigating new parts of town is a transferable skill suitable for the learners; (5) the names of places of interests corresponding to the numbers were also relevant as they were mentioned in class by students before, and they are popular locations in Kelowna.

Principles 4 and 5 say that materials should help students become a valued member of the community and that language-learning materials should include controlled and free production of language. The controlled and free production of language, such as communicative speech, is vital to acquiring an additional language (Swain, 1993). Also, becoming a valued member of the community is one goal of learning English for newcomers (Riley, 2014). These two principles feed into each other and both have strong connections to additional language acquisition theories. While Krashen (1982) has hypothesized that people learn additional languages when they are exposed to language they understand (comprehensible input) in low anxiety situations, it has been argued that comprehensible input is not enough, there also needs to be comprehensible output (Swain, 1993) and interaction (Long, 1996). When students engage in communicative speech with their peers or members of the public, they are being exposed to the additional language in an authentic and natural way and it may also lead to noticing (Schmidt, 1990) or negotiation for meaning (Ellis, 1997). There is also an idea that if students become valued members of the community, they will be empowered and they will engage in more free communicative speech and thus the amount of English they are exposed to will naturally increase. Controlled and free production of communicative speech was observed on two separate occasions. Immediately after distributing the map, I observed that students were partaking in the free production of communicative speech with each other. One group of students was trying to figure out what the numbers were while several other students were already describing what they could see. Another group of students was practicing prepositions of location and quizzing each other, and other students were attempting to give directions or describe where a number was in relation to another point on the map. The second instance of controlled or free production of communicative speech in use was observed when the materials were used in downtown Kelowna. Students engaged in conversation with each other and some spoke to members of the public, asking questions, asking for clarification, and even engaging in small talk.

Principle 6 states that the materials should give students a rich recycled exposure to the target language (Tomlinson, 2011). Re-exposure to the target language is an efficient way for students to acquire some of the most important aspects of the additional language. As this is a LINC classroom and the target language is generally related to a Real World Task (RWT), principle 6 is an important part of their language learning journey. These materials were used in part of a much larger module that lasted several weeks. The target language for these materials were prepositions of location, and asking for and giving directions. The target language used with these materials was pre-taught to the students several weeks before and revised on a regular basis during the module. I noticed that without prompts students were engaged in the material and using the target language as soon as they received the map and list of locations. Prior to using these materials, scaffolding took place for several weeks to prepare students for the eventuality of going downtown and possibly engaging with members of the local community. Furthermore, I noticed, and several students mentioned, that they interacted with members of the community using the target language. For me, this was a clear sign that the materials were a success.

Overall, the principles outlined in this article have a strong connection to SLA theories. However, more research is needed. For example, creating a qualitative study around these principles where students are interviewed could be beneficial and lead to further editing, development, or changing of the principles. These principles are by no means set in stone, but they provide a good grounding to launch further studies.

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The Gap between EFL and ESL and Its Impact on Teaching English in International Programs

by Maximiliano E. Orlando

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A PEDAGOGICAL ISSUE that has always caught my attention is that concerning the difference between two terms, namely English as a foreign language (EFL) and English as a second language (ESL), and the extent to which some of the aspects that are involved in English language teaching (ELT) may depend on this distinction. In this article, I will refer to the definition of these two terms and to English as an additional language (EAL) briefly and then discuss how the gap between EFL and ESL may affect teaching English in international programs.

A Bit of Theory

It could be argued that EFL and ESL may be used interchangeably since they have a common denominator: both the terms *foreign* and *second* indicate that EFL and ESL are not about learning English as a first language (The Editor of ETF, 1968, p.26). Nonetheless, what is it that distinguishes EFL from ESL?

It is well known that one of the steps that needs to be taken in the attempt to shape the conceptual world of a discipline is providing definitions. In the field of ELT, Marckwardt (1963) is one of the authors who may be credited for fulfilling this need even though, when defining both terms, the author referred to the distinction the English had made between EFL and ESL.

Marckwardt (1963) argued that "by *English as a Foreign Language* they mean English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign-language competence" (p. 25). In a radio conversation in which Professor Marckwardt and Professor Quirk discussed EFL, the latter explained that the ways in which English may be used in this case is "an occasional vacation to England or the United States, or read books in English, read English literature" (Quirk, 1964/1965 as cited in ETF, 1968, p.26). Marckwardt (1963) added reading technical works, listening to the radio, understanding dialogues in films, and compared, to some extent, EFL to teaching foreign languages in the USA (p. 25). In contrast, when addressing ESL, Marckwardt (1963) referred "to a situation where English becomes a language of instruction in the schools … or a lingua franca between speakers of widely diverse languages" (p. 25). In the above-mentioned conversation, Quirk explained that, in this case, "English, though not the native tongue, is in some degree in everyday use for purposes of government, or teaching, or administration" (Quirk, 1964/1965 as cited in ETF, 1968, p.26).

In the *Canadian Language Benchmarks* (2012), ESL is defined as "English used by non-native speakers in an environment

where English is the dominant language" (p. 206). Considering the use the English language is expected to be given in the local environment, i.e. in the geographic region where this language is learnt, this definition seems to be closer to the features of ESL that were discussed in the paragraph above than to those of EFL that were presented in the same paragraph. However, in the same document, it is explained that "in some parts of Canada, ESL may be replaced by English as an Additional Language (EAL)" (p. I). Nonetheless, EFL and ESL have been used in this article since the distinction between these two terms according to how they have been defined so far has helped to deal with the points that are discussed in the next section.

EFL, ESL, and ELT in International Programs

Image by freepik from freepik

It goes without saying that international communication has changed dramatically since this conversation between Marckwardt and Quirk took place and since the former defined both EFL and ESL. It is common knowledge that this dramatic change has partly stemmed from more opportunities to travel abroad and from rapid development in information technology. For example, in the sixties or seventies, in some EFL learning contexts, it could have been difficult to have access to interactions with other speakers of the English language, whether first language speakers or ESL speakers, or to instances of written or spoken naturally occurring language. By contrast, it could be argued that this access has recently become much more frequent in similar contexts thanks to the advent of information technology, and more specifically, to the expansion of the use of the internet. Through streaming and social networking, for instance, it is possible to have immediate access to authentic listening and reading input.

It could be said that one of the greatest consequences of this change has been a reduction in the gap between EFL and ESL in terms of access to authentic input and spontaneous and real-time written and spoken interaction. It could also be assumed that this reduction may result, in many cases, in important advances in EFL teaching since EFL teachers and learners may take advantage of this input in addition to that which has been

present in more traditional resources, such as EFL textbooks, grammar books, and literary works. However these technological changes and their consequences may affect EFL teaching and learning in general, I think that their impact on ELT can also be of interest to ESL practitioners working in geographic areas that have large intakes of learners who study English in international programs on an intensive basis.

Indeed, it could be maintained that, owing to the issues that have been discussed in this section, some learners may have acquired a considerable amount of input while receiving training in EFL. This combined with frequent exposure to the English language outside this training may make these learners' linguistic performance quite high and, as a result, may lead to high expectations of any intensive ESL course abroad. What is more, because some learners may have a rich background in the English language, spotting their linguistic needs and dealing with them may require a sophisticated knowledge of this language in regard to academic issues, such as phonology, syntax, and lexis, and also of English usage. This situation, needless to say, should have a bearing on the content of English teaching training courses not only in regard to using technology for teaching, but also to dealing with this knowledge and these needs.

Conclusion

In this article, it has been suggested that looking into the gap between EFL and ESL in contemporary English speaking contexts may help to delve into ELT issues. For this reason, the main differences between EFL and ESL have been discussed briefly. It has been argued that there are reasons to believe that this gap may have been reduced in terms of access to input and interaction because of more frequent opportunities to travel abroad and more frequent access to information technology. It has also been suggested that the reduction in this gap may result in improvements in teaching and learning EFL and, as a result, in the need for competitive ELT international programs. The need for the content and organisation of English teaching training courses to respond to these challenges and, ultimately, to support English language teachers and learners has also been highlighted.

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Identity Exploration as Reflection-in-Action

by Ching-Ching Lin

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This article is brought to you by the TESOL Research Professional Council.

IN LINE WITH the TESOL Research Agenda as a tool for guiding future research, we can identify the need for a continued effort in integrating research areas at the following levels of research:

- how individuals, be they students or teachers, develop in and respond to language learning and language use environments;
- learning and teaching in community settings, such as classrooms, online social networks, or the workplace; and
- relations between societal change and language learning and teaching.

While researchers and education theorists have been trying to understand the relationship between social structure and individual agency in additional language (L2) learning and teaching, it has been a challenging research topic since language learning and teaching is a complex process involving many interrelated factors. In addition, TESOL research has long been haunted by disciplinary divides perpetuated through ideologies, paradigmatic thinking, and perhaps explicit and implicit prejudice. The existing research divisions represent an ideological blind spot where structural inequality in education may go unchallenged and the collective struggle for equity undermined as a result. The interlocking nature of inequality, as such, signals the need for further strengthening our commitment to reflective practice in our respective communities of practice.

In search for tools and strategies to challenge those entrenched binary divides in the TESOL field, identity study has emerged as a promising paradigm that illustrates "the reflective, action-oriented, collaborative nature of self-study" (Roose, 2019). While invaluable insight has been gained on relationships between identity development and social change through this line of research, reframing identity exploration as "reflection-in-action" that integrates experience, self, reflection and action remains under-researched. Three articles recently published in the *TESOL Journal* (2019, volume 10, issue 4) address this area by showing us what leveraging identity for social change looks like, and hence, serve as a toolkit of resources for those who are interested in conducting identity exploration as a plan of action for social change.

In these articles, narrative inquiry is utilized as a guiding framework. Each article highlights a different focus within the narrative framework and together they present a more complex picture of reflection-in-action for educators. In each study, the authors were situated both inside and outside of their research: their own experience as a TESOL instructor and their current position as a teacher educator/researcher afford them a privileged access to teacher candidates' identity-based exploration process in their efforts to further their professional development.

Identity Exploration and Development in TESOL Teacher Education: A Three-dimensional Space Narrative Inquiry Perspective.
By Xuan Nhat Chi Mai Nguyen & Phung Dao

Drawing on Wenger's (1998) conceptualization of identity as "participation and non-participation" in communities of practice, the authors examine five non-native English speaking teachers (NNEST) teacher candidates' "growth, satisfaction, and tensions resulting from becoming part of the community of practice in the Australian teacher education program" (Nguyen & Dao, p.1). Through a three-dimensional narrative inquiry space surrounding the following three concepts: interaction, continuation, and situation, their study highlights the role of identity exploration within teacher education as a useful tool to guide teacher candidates toward reconstructing their professional identity.

A Novice TESOL Teacher's Professional Identity and Evolving Commitment
By Anne Feryok & Rouhollah Askaribigdeli

Along a similar vein, this article is based on a study of a NNEST's identity exploration intervention and conceptualizes identity development as situated in a teaching activity system that affords teacher candidates opportunities to develop their identity through their structural contradictions by examining the potential tensions and conflicts within teacher education as a resource for personal and professional growth.

In the above two studies, though the social interaction between the researcher and the teacher candidates is effectively utilized for teacher candidates' reflective practice, the binary divide between researcher and practitioner may prevent significant

power imbalances within the TESOL field from being fully addressed. It can, therefore, be argued that a more integrative and innovative approach to reflective practice still needs to be pushed within teacher education.

Exploring TESOL Teacher Educators as Learners and Reflective Scholars: A Shared Narrative Inquiry.
By Megan Madigan Peercy , Judy Sharkey, Laura Baecher, Suhanthie Motha & Manka Varghese

Incorporating self-study methodology into identity theory as a framework, this study highlights the privileged role of teacher educators in challenging the dominant discourse within a teacher education program. In a collaborative research project, five teacher education educators conduct reflexive exploration of teacher educators' identities, focusing on the interaction and tensions between their social and professional identities and the impact of these identities on their pedagogical choices. Through collaborative inquiry and the forging of school/community relationships, they are able to identify discourses that had "domesticating influences" on their identities and pedagogies. Their stories make a strong argument for continual efforts for teacher educators/researchers to include themselves in the equation while fostering a reflective community of practice in their own classroom.

In conclusion, each of the three studies demonstrates how narrative identity exploration can be an effective tool to understand and conceptualize the complex ecological issues surrounding English language learning and teaching, and hence help strengthen the cycle of reflective practice. More importantly, together they point toward a way to integrate the individual, community-based and social dimensions of language teaching and learning by demonstrating how individual reflection can be initiated into generative possibilities for being agents for social change through a collaborative approach to self-study.

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Ness Murby, Paralympian | October 22, 2020

Born in Melbourne and living between Australia, Hong Kong, England, Japan, and now Canada, Ness Murby grew up with the multifaceted worldview of a traveller from birth—in addition to an accent well ironed out with its British lilt. Be it creative, physical, or cognitive, Ness believes in being a force greater than your obstacle and so places a higher value not on finite accomplishment but on being the catalyst for infinite change. Ness will share their story and answer your questions. See what Ness is currently working on at *tougherthan.com*.

Ismaël Traoré, PhD | November 26, 2020

Dr. Ismaël Traoré is a racial inclusion and equity educator and specialist. At the heart of his work, is anti-racist organizational change through evidence-based practices. He is interested in issues of power and privilege, community engagement, and the social determinants of health. In his role at UBC, he supports the implementation of diversity and inclusion plans across the university.

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