



TEAL News

Winter 2022
www.bctéal.org

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



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Navigating the Changes

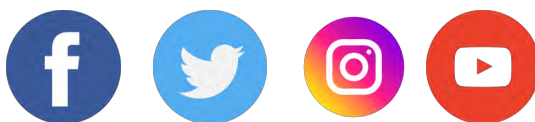
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Publication:

The BC TEAL newsletter is available through membership in BC TEAL, open access on the website, and by special arrangement. It is published three times a year in winter, spring, and fall. Contact the editor for specific deadlines.

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 Cindi Jones

I AM EXCITED to invite you to [BC TEAL's 2023 Conference](#): Connecting Through Land and Language, focusing on *reconciliation, reflection, innovation, and transformation*. To be held in person May 4-6, 2023.

We are grateful to be hosted by the UBC Faculty of Forestry in their fabulous Forest Sciences Building with the invaluable support of Dr. Robert Kozak, Professor and Dean, Faculty of Forestry. We are also thankful to the faculty who are enthusiastically offering their support as they welcome us into their space. Vantage College and ELI, the English Language Institute, also have our gratitude as their faculty are offering support and space for sessions and events. It is a truly inspiring community of educators throwing their support behind this conference.

May 5th and 6th will be full days of sessions that will inspire you to reflect, innovate, and transform your practice with unique opportunities to build connections with other attendees from a variety of backgrounds. May 4th and the 7th are set aside for Learning from the Land sessions, opportunities to see the world of language education from a new perspective. Friday and Saturday evenings there will be special events to celebrate our diverse community as we laugh, talk, and enjoy each other's presence.

In planning this event, the organizers collaborated with English as an Additional Language (EAL) professionals and educators who work with our students in various contexts. Other faculties also have students from their programs actively participating in

roles that celebrate their expertise in languages and other disciplines. Attendees will have opportunities to interact in settings and groups that will encourage connection and inspire new ideas.

The conference will be led by our very own Dr. Neil Leveridge, 1st Vice President of BC TEAL, Assistant Professor of Teaching, and a Communication Strategist, as the conference chair. The BC TEAL Board is fully involved in all aspects of the conference and is looking forward to the opportunity to engage with you.

As we plan for the conference, we think about our responsibility to honour and reconcile with those who have lived on this land for millennia. As we look back and honour the past, we also look forward and reflect on

our responsibility to do better and leave our land and our profession in a better state for those who will tend it going forward. See you there!

Cindi Jones
BC TEAL President



Reconciliation | Reflection | Innovation | Transformation



Cindi Jones has been in the EAL industry for over two decades. Her career has included teaching EAL students in the public post-secondary, LINC, and private for-profit sectors. She has 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, serving on several committees. Cindi is a yoga enthusiast, curious cook, a beginning golfer, and loves hanging out with her family.

EDITORIAL

Navigating the Changes

by Karin Wiebe



AMONG OTHER THINGS, COVID-19 spurred the EAL field into a state of rethinking and reshaping. It is not a bad place to be, where our experiences, insights, and ideas are now truly informing innovative teaching practices.

I recently received newsletter feedback from members that asked for more classroom tools. BC TEAL members understand that academic research and theory development builds ballast around learning experiences, but educators indicated they need something they can bring to class with them on Monday. In response, the publications team is now asking our scholar practitioners to offer some pragmatic ways their research can be used in a classroom. We are looking to uncover how knowledge can be harnessed into new or reshaped tools.

As BC TEAL prepares to launch a [new website](#) on December 1st, we would like to reflect on the months of hard work and dedication that went into its creation. Moses Lam, Website Committee Chair brought his expertise to the BC TEAL board at a key moment in the organization's history when we are seeking to rebuild from COVID-19. 2022 has been marked with an ambitious (re)examining of every corner of our organization where we renewed our commitments, redrafted many of our systems and policies, and found a strong need to transform our website to reflect the new needs and post-COVID knowledge of our membership. In this issue, you will find a record of Moses' journey to create diverse and inclusive spaces on this website for our membership to learn, connect, and grow the field of English as an additional language learning.

I had a rare opportunity in early November 2022 to connect with two previous editors of *TEAL News* in person. Shawna Williams, past president and Scott Douglas, editor of the *BC TEAL Journal* attended the International Society for Scholarship of Teaching and Learning (ISSOTL) in Kelowna. As we talked over lunch, I learned more about the history, amazing work and challenges navigated by previous BC TEAL board members that contributed to its successful continuance through COVID-19. I also discovered that the strength of BC TEAL publications, including our online presence, lies both in our ability to disseminate new knowledge, and to support the continuity of our field by safeguarding those understandings we have gained through scholarship and practice.



2022 ISSOTL Conference: 3 generations of *TEAL News* editors

This issue offers a kind of map to consider the professional and personal growth we are all experiencing in our field. To help us navigate the changes, our contributors have taken us outward looking for new assessment practices, inward where we ask who our members and supporters are, forward into new practices, people, and events, and finally looking back with gratitude and respect for Michael Galli's contributions to BC TEAL and the TEAL Charitable Foundation.

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.



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

New BC TEAL Website

by Moses Lam



I AM VERY HAPPY to report that this month we finally went live! All things considered, it was a huge success, and the transition went rather smoothly. BC TEAL is finally in its new virtual home at bctéal.org! We did it!

Moving Day

Moving day, like all moving days, turned out to be a very stressful and packed day (no pun intended!). It started bright and early in the wee hours of the morning, **4:00 a.m.** to be exact, as final preparations took place for the domain repointing which was scheduled promptly at 6:00 a.m.. As the migration took place, a variety of bugs started surfacing. Internal links that were supposed to be auto-updated ended up broken, membership photos started

swapping, and pages started showing up in the wrong place. It wasn't until the evening that the major issues were resolved, and the site was finally up and functioning. Thankfully, we were able to delay the social media blast to inform users of our move, and by 6:30 p.m. we were able to send a **"We've moved" message** to our mailer audience of over 3000! By 8:45 p.m., we finally sent our official welcome email and log-in instructions to our 380 active members.

Next Steps

Over the next while, we imagine that there will be a variety of tweaking and adjustments needed to accommodate the new platform. The immediate priority will be to ensure that **members can log in** to the new site and access the

members-only portal. To help with this, we have created a series of **video tutorials** and plan to create a dedicated help centre page. We are also actively monitoring all help requests that come in. Next will be to make sure the billing system is set up and working correctly with members receiving invoices and **renewal notices** in a timely fashion. There will also continue to be design updates and improvements to the site. Navigation is not yet consistent nor present on all our web pages, and specialized code will be needed to edit the system-generated pages. Additionally, we plan to update the look of some of the membership features. For example, the membership directory design was extremely outdated, and we recently revised it to have a more **modern contact-card** look.

Phase 2

After these initial steps, the website will be moving into phase two of its development. This will involve updating placeholder texts. For example, board members are now working on the **land acknowledgment**, forum guidelines, membership agreements, consolidating services (MailChimp, Eventbrite, surveys), advertising, and creating **front-page campaigns** to actively engage with our audience and to keep the website relevant with current and updated news. We will also be considering ways to promote and use the membership features to help foster greater community and interaction among members.

Post-Launch Reflection

This project has been very insightful as I've learned that putting together a website, isn't just putting a bunch of text and images together. Rather, it's been a much deeper process of finding out what are the **values at the heart** of the

Continued on next page

New BC TEAL Website continued

organization, identifying the various processes and workflows that make it work, and seeing how all various people and components connect together as a whole. In essence, it's been a journey figuring out the whole organization! For example, the public front-page development began with a seemingly simple question – who is our audience? Yet, that turned out to be a profound question as it involved understanding who BC TEAL caters to and whom we hope to reach. This involved understanding the human geography of “BC”, and the diverse jobs and interests of members we have within the “TEAL.”

The design process also had to be led by our values. We had many options for how to layout and design the site, but at the forefront of every decision was the question – why? What are we hoping to achieve? And why is it important to BC TEAL? This required understanding our values and making sure every decision was guided by them. For example, because **building community** was one of our top values, the site was designed with a community news feed on the front page and the membership directory and forums as one of our primary membership features. Similarly, the creation of the front page “cards” and forum boards was done intentionally with the **inclusion** of our diverse membership in mind, another one of our core values.

The configuration of the website also **required research** into the various processes and workflows. For example, putting up a simple **“volunteer”** button required understanding the volunteer process—when someone clicks that button, where will they be directed to? What forms do volunteers need to fill out? Who do those forms go to, and what is the approval process? Likewise, the publications **“be a contributor”** page required a discussion with the Social Media Committee and Publications Committee to determine what information is required, what the different application processes are, and where submissions will be sent. The most **challenging task**, however, was probably the configuration of the billing system. This required an understanding of how the administrative backend works including invoicing, renewals, notices, packaged plans, etc. However, by exploring all the various processes, not only did it provide a much deeper insight into the inner workings of BC TEAL, but I feel like it also helped bring a lot of **clarity** to many departments and committees.

One aspect of the website project that I did not anticipate, but perhaps proved to be the **most rewarding**, was how the project itself seemed to unify all the various people, committees, and departments within BC TEAL. The completion of the page content required input from various committees and to do so required an understanding of what the roles of every committee were. For example, who would write the land acknowledgment? Who oversees volunteer recruitment? Who decides what goes on our events calendar or news feed? Who determines the pricing structure for our job ads? Additionally, various tasks needed to be assigned, and that involved the help of almost everyone in BC TEAL. Communications reviewed the website content, every committee submitted their writeups, Social Media created graphics for the various pages and campaigned for the launch, Membership created the benefits page, prioritized membership features, and designed campaigns for the front page, the Conference Committee contributed to the events calendar, TCF connected us to their resources and new website, and the list goes on and on. Our President was heavily involved in almost every step, and it was **amazing** how this one project pulled everyone together and how everyone contributed to the website.

So, in the end, this project was much, much bigger than I had ever expected. I laugh now when I recall it was September 2021 when we first signed on to the platform. I had expected the site to be live within two months! Yet, this project has also been extremely rewarding. It has given me a much deeper insight into BC TEAL as an organization and a much greater appreciation for what goes on in designing a website. Watching all the various bits and pieces of BC TEAL knowledge and people pull together to create this new website has been inspiring. My hope is that the discussion forums, news, special events, and other features will bring all BC TEAL members closer together, and provide better tools to achieve our mission, vision, and values.



Moses Lam, Website Committee Chair, has been a long-standing member of the BC TEAL community and has a great passion for both teaching and technology. As a member of the Website Committee, he will be looking for ways to further BC TEAL's vision and goals through strategic and innovative means using the latest developments in web technology as well as streamlining current designs.



Join BC TEAL and become a member of BC's EAL professional community.

BC TEAL members enjoy reduced rates at the annual conference, regional conferences, and professional development workshops. They are eligible to apply for the many TEAL Charitable Foundation awards and scholarships. Members can connect with a network of like-minded colleagues across the province. BC TEAL annual membership costs \$50. There are discounts for students, the unemployed, retirees, and BC TESOL (BCTF K-12) or ABEABC members.

Visit bctea.org/become_a_member to sign up.

Interview with Nathan Devos

By BC TEAL

INTERVIEW WITH Nathan Devos, PhD, Project Lead, Language Success Team at the British Columbia Institute of Technology.

You will find his article, “Comparing First-Term Students’ English Language Proficiency at a Canadian Polytechnic Institute” in [Vol. 4 No. 1 \(2019\) of the BC TEAL Journal](#).



Nathan Devos, PhD, Project Lead, Language Success Team, BCIT

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

My experience as an international student for five years at a German university really shaped how I think about second language acquisition, multilingualism, and academic literacies. Coming back to Canada, this experience afforded me a deeper understanding of EAL students’ language learning journeys, pressures to perform academically, and the need for confidence-building wraparound supports for newcomers to Canada and international students in higher education. Combined with my role as a Communications instructor in higher education, it became clear to me why communication skills are so valuable for sharing discipline-specific knowledge in order to work well in teams and advocate for your ideas in school and workplace settings.

Related to this, I recently went to a lecture from an inspirational math professor ([Professor Po-Shen Loh](#)) at Carnegie Mellon. He is working on a project where he connects young math

whizzes with professional actors on an online platform. The actors coach middle-school kids in how to communicate their math genius to other students. Not only do these hidden math talents gain confidence and belief in themselves through their newly found communication skills, it also benefits the kids they are teaching because they solve problems at peer-appropriate levels. This project confirmed to me that good communication skills, combined with high content knowledge, are key in building learners’ confidence and opening up doors for finding meaningful work and lifelong learning opportunities.

Finally, my interest in post-admission language diagnostic assessment comes from wanting to support students in their language development for higher education and help them get jobs in their field of study. The goal of diagnostic assessment is to identify students’ strengths and weaknesses in subskills of language and offer learning materials in their areas of weakness so that they can improve. Compared to traditional approaches to standardized language assessment, diagnostic language assessment is a much more formative and student-centred approach. Students sometimes don’t know exactly what areas of language are important and what steps they can take to develop. Diagnostic language assessment can help them take appropriate steps and improve in areas of weakness.

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’m excited about the growing interest in post-admission language support services and assessment across the sector. Administrators and managers at colleges and institutions in BC are starting to understand that the language acquisition process does not stop after students meet their language requirements. Cut scores on standardized English language tests (e.g., the oft-cited IELTS 6.5) indicate the *minimum* of general English language proficiency; these do not give us predictive measures of academic literacy, discipline-specific language, or communication skills to seamlessly perform in higher education settings. Similarly, people are coming to realize that scores on standardized English tests have been misused as proxies for academic readiness, but if language alone were the sole indicator of success in higher education, all L1 speakers would be successful. So, I think mindsets are starting to change, and colleges and universities are beginning to understand that EAP and communication professionals are not only important

[Continued on next page](#)

Interview with Nathan Devos *continued*

upstream to prepare students for higher education, but they can also play a valuable role in the mainstream to support students in their academic disciplines and in late but important stages of language development.

However, we need to do more for our EAL students to help them succeed by building relationships with them and offering them support from start to finish of their studies. Our Language Success Team is changing our mindset about language support by moving away from focusing on “post-entry” support, which is more remedial, to thinking of preparing students for “pre-exit,” which is more about levelling students up for graduation through various services. This means that we want to be more involved in preparing students with workforce development skills, including strong English communication skills. We have a lot of work to do, but this new mindset is becoming part of our team’s mission.

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

The goal of language diagnostic assessment is to identify students’ strengths and weaknesses and offer related supports where there are weaknesses so that students can make strides in their language acquisition. This is a very development-oriented and student-centric approach to test development and interpretation of test scores. It is also more formative and can produce more positive washback in the classroom. Of course, developing diagnostic assessments is resource intensive, so many teachers cannot develop their own tests in the classroom. However, even teachers can create small-scale diagnostic assessments and learn to analyze them using descriptive statistics and simple models. I’m horrible at math, but I still get statistics. For me, statistics is not really math; statistics just uses numbers as a tool to solve real-world problems. In fact, it can be fun putting together a spreadsheet and trying to figure out how well a classroom assessment worked by understanding descriptive statistics, central tendencies, discriminations, and

reliability measures. Learning management systems like D2L even produces easy-to-understand statistics and can tell you if the questions you made for your online assessments are actually working and testing what you want them to test. EAL instructors should be open to learning new software and leveraging what technology can offer them to assess their students.

The whole field of language assessment literacy (LAL) is growing, and research shows that when all stakeholders have knowledge of the test development processes it can reciprocate positively back into the classroom. For instructors in higher education, LAL also gives them confidence when arguing for or against certain tests and deciding which tests are good for their local contexts. For EAL professionals in higher education, conversations about TOEFL, IELTS, and now DET are ongoing, so having confidence in this area can be beneficial.

Is there anything else you would like to share? Have you had an interesting experience in a classroom or as a researcher? Or perhaps you have an unanswered question or new idea that our experienced BC TEAL members can share their thoughts on?

There is still a lot of research needed in post-admission diagnostic language assessment and supports, especially for our local context. I feel we need additional interest from other research universities to investigate and develop theories and models on which post-admission language assessment and services for the BC context can be built. For me, this also feeds into the need for updated research on “language in the workplace” so that any post-admission language services are tailored to what students actually need for the workplace of the 21st century and now post-COVID. I’d love to hear other people’s experiences and thoughts on these areas!

Learn more about [British Columbia Institute of Technology](#) and [BCIT English Language Support Services](#)



The Results of Learning in Silence: What I Have Learned From My PhD

by Anna Bartosik

WHAT DOES the doctoral candidate do **after** they successfully defend their dissertation?

One common expectation is to publish their research in scholarly and peer-reviewed journals. As freshly-minted PhDs, we do not get to move forward on the actionable items of our doctoral research without publishing, without successful grant applications, without prestigious postdoctoral fellowships, and without tenure-stream positions. Any failures in reaching these achievements can make one ask: “Was this PhD worth it?” and “What now?”

In Figure 1 you can see what further study could be conducted, based on my research findings. However, ten months after my oral examination, I cannot say I have moved forward on many of these items. My job, my energy, my time, my motivation — all **constrain** me.

as educators. As I listened to the interview participants, I realised that I had become used to watching learning take place on Twitter to prepare for my study. Along the way, there was no time to follow up on bookmarked topics or read a journal article which wasn’t related to my research. I felt some envy of study participants who recalled things they were reading and ways in which they were advancing their self-directed professional development. It seemed a great deal was taking place silently.

This past year, I have made a **practice of learning** from what my study participants shared about their learning. For example, Figure 2 (next page) is a slide I used during my presentation at the 2022 BC TEAL Conference to illustrate how English language **teachers learn on Twitter** and how that medium impacts their learning. In another example, if participants mentioned a Twitter handle I wasn’t following, I followed it.

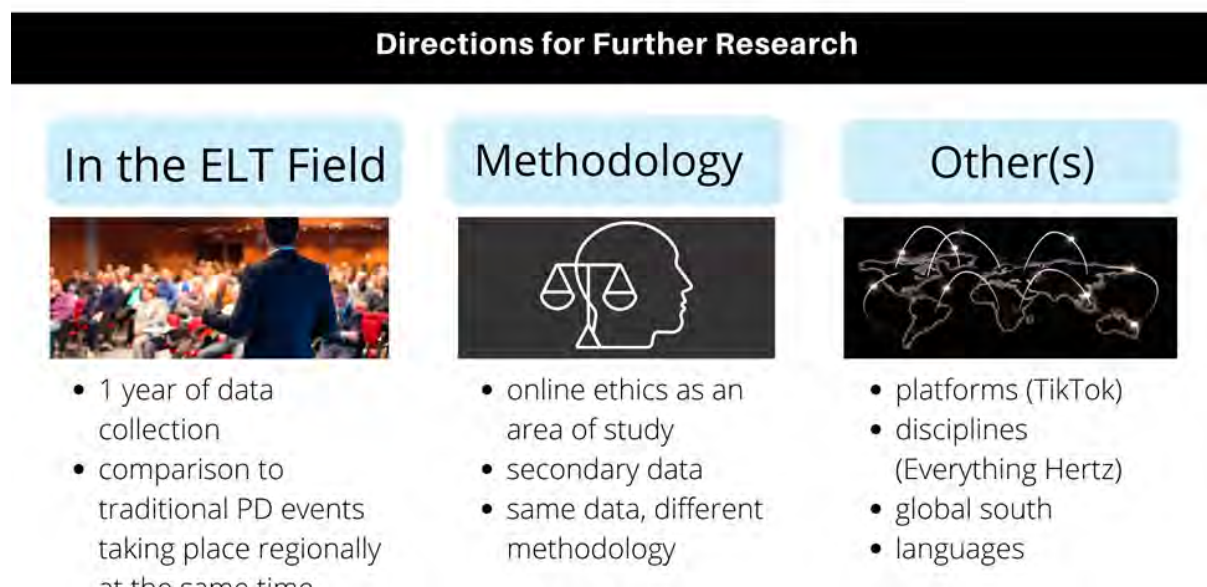


Figure 1 – Directions for Further Research

Some of my work has been in traditional scholarly pursuits. I have presented my work at several conferences. The BC TEAL conference in April of this year was one which I looked forward to, as it was my opportunity to share the results of my research in one of my studies’ contexts—that of Canadian ELTs. I also am working on getting a pre-print published, but **I don’t think** these are effective dissemination methods for teachers.

Study participants in my doctoral research identified several ways in which they use Twitter for their personal development

Another practice I drew from study participants was resharing posts on Twitter to amplify voices. I also listened to some podcasts, like CodeSwitch. Long after the data collection stage was complete, stories that the participants shared with me echoed in my head, particularly how much their personal learning networks/communities (PLNs/PLCs) meant to them. I have used my PLN on Twitter to stay connected to individuals in the last year, but also feel confident that my network will support or help me if I ask.

[Continued on next page](#)

The Results of Learning in Silence *continued*

As a researcher, in graduate school, I pursued an interdisciplinary research topic which had little in common with most of my classmates' topics. As I explored my own area, I was surrounded by people engaging in plurilingual research, in assessment research, in identity and peace-building research, and in reflective practice and teacher training. I learned a lot from the **conversations taking place around me** and even managed to find a way to involve my expertise in some projects. This participatory involvement has proved to be the third **reshaping force** of my language teaching approach; the first was my Master's degree, and the second was my initial foray on Twitter.

talk about the history of Indigenous people. I explain my teaching philosophy and approach to language teaching, and I share how I've changed along the way and what mistakes I have made in my teaching career. I encourage different languages and have used them myself to teach English. I began my teaching career in ELT around the time of the Balkan conflicts and I avoided any conversations related to war in the classroom, which was full of displaced people from that region. I explicitly avoided any conversation about trauma, I recall. In my class now, **we openly discuss** ongoing conflicts in the world, and I provide students with the opportunity to voice their thoughts and acknowledge their emotions **without**

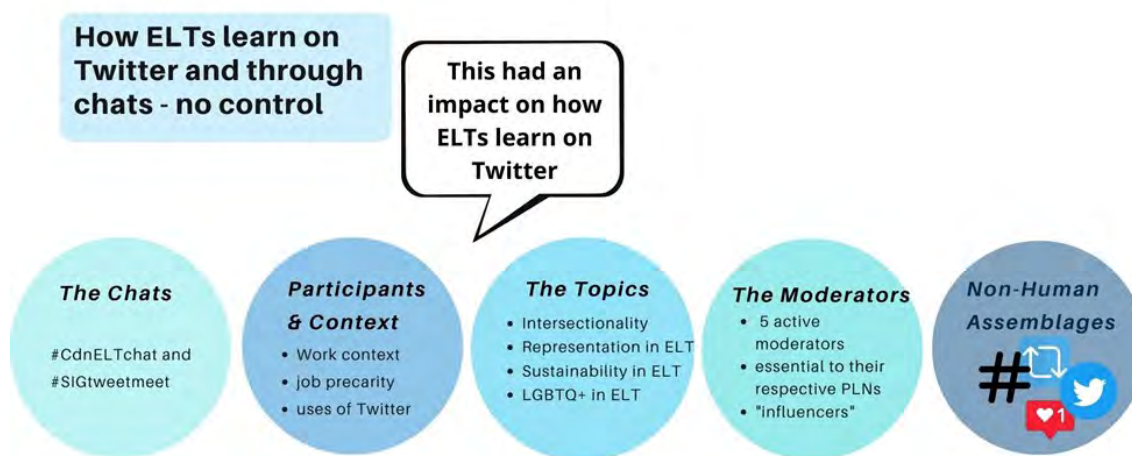


Figure 2 – How ELTs learn on Twitter

As a faculty facilitator and curriculum developer, I'm aware of the privilege I have as a professor in an Ontario college with a full-time job. This has also made it possible for me to use my position to help other teachers along their learning journeys. When I **work with teachers** on course development, focus on backward design, accessibility, and scaffolding are a big part of what I facilitate with faculty, but I also **challenge them** to think about how they use language in tasks. This detail has helped course developers conceptualise the courses they build within a learner-centred framework: where will the students see themselves in this course? Will it be in the use of a name, a non-North American persona in a reading, in the use of a question? Has the course development considered **how language is used**? For example, how many students are displaced persons in language classes at the moment, and how might they feel when a question on a task asks them to "write about holiday traditions in your country"? Sometimes, challenging others has been met with resistance, **but** I refuse to remain silent anymore when I encounter a desire to maintain the status quo in language teaching.

As a teacher, I talk about things explicitly with language learners in my online class. **By "things" I mean** I explain why I use pronouns, I share a land acknowledgment but then also

adding my own interpretations. It has made teaching an emotional experience; what I mean is I am no longer separating the classroom from our lived experiences and **see the classroom as an extension of our lives**, not solely a space for learning language. I can't say that all these things are new for me, but they are now intentional.

In the past year, I have made mistakes and will continue to make them. And I don't know if I'm where I expected to be when I began my PhD. But it wasn't all for nothing.

[Anna Bartosik's dissertation](#) can be found on T-Space and has a [CC BY-NC-ND 4.0](#) license. You can find Anna Bartosik's blog at annabartosik.wordpress.com and follow her on [Twitter](#), [LinkedIn](#), and [TikTok](#).



Anna Bartosik's (MA, PhD) work as an educator spans across language learning research, teacher training/facilitation, instructional design, and teaching. In her instructional design work, Anna focuses on digital accessibility, representation, and creating opportunities for students to direct their own learning. Her recent projects include a hybridized accelerated English language learning program, completing her dissertation, and facilitating workshops for faculty.

Immigrant Services Society (ISS), Language and Career College (LCC) of British Columbia Celebrates 50 Years!

THE IMMIGRANT SERVICES SOCIETY OF BC (ISSofBC), a non-profit organization celebrating its 50th anniversary this year, has two language training divisions: LINC, which offers free language training for newcomers, and the **ISS Language and Career College of BC (LCC)**, an accredited postsecondary institution. These two divisions have amassed significant experience delivering effective English language training to adult citizens, immigrants, refugees and international students, augmenting ISSofBC's many other programs as one of the largest immigrant-serving organizations in British Columbia.



LCC is in a unique position as an accredited postsecondary within a larger non-profit organization. We originated almost 30 years ago to support language students who didn't qualify for LINC due to their English level or citizenship status, and to offer English testing and supportive language classes to ISSofBC's Employment clients. Gradually, our division expanded to welcome international students at **every level** of ESL and diversified to **include specific** vocational programs and Co-op programs enabling international students to study and work while in Canada. Today, LCC welcomes over **a thousand students** a year into its language, vocational and co-op programs.

LCC is **accredited** by the Private Training Institutions Branch of the BC Ministry of Advanced Education and Skills Training, has an Education Quality Assurance designation from the Government of BC, and is a federally Designated Learning Institution, enabling us to host students needing study permits.

We offer part-time and full-time, **daytime and evening** ESL classes from beginner to advanced levels, in addition to

specialty courses and test preparation courses. Our vocational programs are **innovative**, aiming to develop communication and leadership skills appropriate for a Canadian **business context** as well as providing opportunities for students to work on individual and collaborative projects in their specific areas of interest. Students starting in ESL can easily continue on to vocational courses and Co-op programs with local businesses.

Our English as a Second Language (ESL) and Teaching English to Speakers of Other languages (TESOL) programs are accredited by Languages Canada, and our TESOL program is also recognized by TESL Canada. Our **TESOL students** do their observations and practicums within ISSofBC's LCC and LINC classes. LCC's TESOL program is a **unique** one, involving eight weeks of synchronous and asynchronous online classes followed by a **practicum** for qualified graduates; practicum observations and teaching experience are in-class. Teacher trainees are therefore **prepared** for both online and in-person settings, having observed and learned from experienced instructors in these environments.

All LCC's programs are **flexible**, with frequent intakes and options for online, in-person and hybrid classes. Our instructors have the skills to engage all students in collaborative, student-centred learning. Some of LCC's instructors began as our TESOL students! Hear from some of our TESOL graduates:

"I've had the best experience at LCC. I took the TESOL diploma in 2015. I started my teaching practice right after I finished it, and I couldn't be happier and more grateful. All the instructors were great, very passionate and prepared. I learned a lot from all of them. I am still in touch with some of them, they are very friendly and always gave me great advice and feedback! Thanks to them I accomplished my dream of teaching in Canada, and I have been teaching since graduating from the program. I love what I do, thanks to how much they inspired me."

—Isabel, Mexico

"Participating in the TESOL course in LCC was literally a turning point in my life. I truly appreciate the friendly and supportive attitude of the knowledgeable instructors along with very organized and useful syllabus. This course helped me achieve my goal, which was teaching English in Canada. I highly recommend it to those who are passionate about teaching international students."

—Zhila, Iran

Continued on next page

ISS, LCC of British Columbia celebrates 50 years! [continued](#)

“The pedagogical approaches and classroom techniques aimed at teaching adult students that I learned in the LCC TESOL program complemented my studies in the UBC Teacher Education Program. The program also allowed me to hone my skills in the classroom and become more well-rounded.”

—Mary, Canada

Educational landscapes in BC and Canada are constantly evolving. LCC continually develops **new programs** and updates existing ones to enable students to make the best of the vibrant environment where they have chosen to study.

If you are interested in teaching at a high-quality school where you can develop and utilize your skills in a supportive environment, we may have an **opportunity** for you. Instructors who have backgrounds in business, tourism, or marketing in addition to English language teaching can put their expertise to good use in our career co-op programs. Flexible, creative teachers have a good home at LCC.

Explore our courses at lcc.issbc.org and contact us at info@LCC.issbc.org.

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, launched on December 1, 2022.

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

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 **BCTEAL**

2022 Language Assessment Research Conference at the University of Chicago

by Anthony Marshall

IN 2019, I conducted some research and had a paper accepted to the 2019 Language Assessment Research Conference (LARC) at Brigham Young University in Provo, Utah. I was living and teaching in Japan at the time and was really excited about my first trip to present at a conference in North America. Unfortunately, COVID-19 arrived and the conference was cancelled along with my presentation and trip. In 2022, I was delighted that LARC again accepted my paper as a poster presentation. This time I would be travelling to Chicago and attempting to fit the trip in among my new responsibilities as a Sessional Lecturer of Academic English at UBC's Okanagan School of Education in Kelowna, BC.

I found it an adventure to navigate myself across a new city from O'Hare Airport to my hotel downtown. Arriving at ten in the evening, the famous skyline made an immediate impression. The next morning, I found my way to the University of Chicago via the cheap and efficient rail network. The historic, but quite run-down, Van Buren Street station was worthy of some photographs, as were the wooden platforms at the University of Chicago/59th Street station. The legendary campus did not disappoint, and I stopped for photos several more times before reaching the conference venue.

LARC 2022 was hosted at the spectacular David Rubenstein Forum. The building is an inspirational example of modern architecture. The post-conference reception took place on the top floor with views over the campus and the Chicago skyline. Although only recently completed (2020), the building contains copies of the Magna Carta, the United States Constitution, the Bill of Rights, and the Emancipation Proclamation, which I was taken to see during an impromptu and very informal tour by the hospitable hosts.

The conference attendees were no less inspirational. During my time there I spoke to presenters from Armenia, Grenada, Japan, Vietnam, the UK, China, and across the full extent of the United States. They ranged from eager, young international students to wise and experienced experts in the field. Everyone



Chicago in the morning. Photo by Anthony Marshall

shared a strong interest in language assessment and seemed eager to discuss all the finer points of this science and art.

I attended a variety of presentations between the very original lunch and breaktime snacks. Those that stuck most in my mind were Jia Guo and Liying Cheng's presentation on Chinese Young Learners' English-testing Parents' Roles at Stakes, and Phuong Nguyen and Ahmet Dursun's presentation on the Impact of a Proficiency-Driven, Reverse Design Approach on

Assessment and Teaching Practices, and Professional Identity among Foreign Language Instructors. What was more rewarding still was to chat over a glass of wine with giants in the field such as Erik Voss from Columbia University Teachers' College and Gary J. Ockey of Brigham Young University. Several of them mentioned the upcoming International Language Testing Association Research Colloquium in New York City in March 2023 (learn more at iltaonline.com/page/LTRC-2023).

My own (poster) presentation was an enjoyable experience due to the continual stream of interested attendees who were kind enough to take the time to read my research and formulate constructive questions. The

topic of "U.S. Citizens' Perceptions about the Language

Continued on next page



Chicago in the morning. Photo by Anthony Marshall

2022 Language Assessment Research Conference continued



Chicago in the morning. Photo by Anthony Marshall

I am grateful for the experience of attending this conference and feel inspired with fresh ideas for research and for assessment that I can take back to the UBC's Okanagan School of Education (where I was allowed to miss several days of teaching to attend the conference) and share with my colleagues. LARC, the University of Chicago, and the city of Chicago were all a real treat and I can highly recommend them to any traveller or researcher.

Further information about the conference can be found here: larc2022.event.uchicago.edu. Please feel free to contact me if you would like to know more about LARC 2022 at paulanthony.marshall@ubc.ca.



Paul Anthony Marshall has been teaching a wide variety of English and Academic English courses for around 17 years. He has taught in 7 countries in 5 continents. He holds an MA TESOL from the University of Manchester, UK, and is currently a Sessional Lecturer of Academic English at the Okanagan School of Education at UBCO in Kelowna.

Requirements for U.S. Citizenship" seemed to be quite unique, particularly because it was not directly related to this year's conference theme of "The Role of Assessment in Transforming Second Language Pedagogy". However, the organizers were kind enough to acknowledge and honour my previous acceptance, and I learned a great deal from the opportunity to present at this level.



BC TEAL's 2022 board retreat



Members at the 2022 EAL Week events in Kelowna



2022 EAL Week festivities in Langley

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GRATITUDE

Michael Galli, One of BC TEAL's and the TEAL Charitable Foundation's True Heroes

by Jennifer Pearson Terell

MICHAEL GALLI is one of BC TEAL's and the TEAL Charitable Foundation's true heroes. After many years of service, Michael made the decision to step back to spend more time with his young family and to meet his increasing responsibilities as Director of International Recruitment and Admissions at BCIT. This article honours Michael's commitment "to promoting the teaching and learning of English as an additional language" in British Columbia.

While we English language professionals may function well in our classrooms, without an association to bring us together to share and learn from one another, we would have no 'profession,' just a lot of people doing their own thing. I have found my professional home in BC TEAL.

—Michael Galli

It all started in 2006 when Michael arrived in Vancouver and almost immediately joined BC TEAL. From the beginning, Michael always spoke with passion about his "commitment to lifelong professional development." In the years that followed, Michael would serve on the board as well as President and Past President of BC TEAL. During his time as President, Michael's leadership and business approach proved very successful and BC TEAL thrived. Membership increased from 500 to 900 and led to a series of outstanding and well-attended conferences. BC TEAL was not only highly respected provincially for its commitment to professional development but also recognized across Canada as an outstanding professional organization. In Michael's words, "I hope everyone understands the value and significance of BC TEAL. While we English language professionals may function well in our classrooms, without an association to bring us together to share and learn from one another, we would have no 'profession,' just a lot of people doing their own thing. I have found my professional home in BC TEAL."

In 2012, Michael joined the TEAL Charitable Foundation Board and would serve as Chair from 2018 to 2021. The TCF mission is "to promote the teaching and learning of English as an additional language." In 2016 with the influx of the refugees from Syria and under Michael's leadership, the TCF redefined its financial goals and the decision was made to fundraise for

refugee education. The new awards would be for refugees in need who wanted to study in postsecondary programs. The new plan called for the TCF to fundraise and establish a new \$300,000 endowment with the Vancouver Foundation for refugee education. The interest accrued from the new endowment would be used to set up annual awards.

New TCF fundraising events were quickly developed by the board. The new initiatives were innovative and proved financially very successful. The first significant new fundraiser was the "Climb for Refugee Education – Grouse Grind" in 2014. This was a pledge event in which Michael led the way by ascending and descending Grouse Mountain no fewer than four times and earning hundreds of dollars in pledges. The second major fundraising event was "Tears to Smiles: Wine and Cheese Reception." This event involved selling tickets, a silent auction, and inviting a series of distinguished speakers including Kim Phuc, Ian Hanomansing, Ujjal Dosanjh, Carman Aguirre, and Shane Point. With Michael's leadership, TCF's total endowment with the Vancouver Foundation grew steadily and by 2021 was valued at over \$1,250,000.00. The increased value of the endowment made it possible for the TCF to secure the funding for the existing TCF awards as well as the new refugee awards.

By 2021, there were three new annual refugee awards valued at \$3000 each. The first refugee award was established in 2014 as a memorial in honour of Michael's infant son Taiga. In the years that followed, two additional refugee awards were established, namely the TCF Refugee Award in 2018 and the Nicholas Collins Founders Refugee Award in 2020. The new awards make a real difference in the lives of refugees. Refugees were not only able to study in postsecondary programs but also able to realize their dreams of becoming nurses, community workers, accountants, firemen, early childhood educators, translators, social workers and teachers. As always, Michael generously shared the credit for these achievements with the TCF Board. In an interview with Joe Dobson, Michael is quoted as saying, "When I step back and think of all the goodness that comes out of the TCF, I feel so fortunate to have been able to add my name to the ranks."

Michael Galli will be remembered as one of BC TEAL's and the TEAL Charitable Foundation's true heroes. His dedication, leadership, hard work, and incredible kindness will always be an inspiration for all of us involved in "the teaching and learning of English as an additional language."



TEARS TO SMILES

WINE & CHEESE
RECEPTION

FOR REFUGEE EDUCATION

