

Language Learning in a
Time of Change

Resources for TESL Professionals in a Time of Change

Resources from
TESL NL INAUGURAL VIRTUAL CONFERENCE
NOVEMBER 13-14, 2020

The poster for the TESL NL Inaugural Annual Conference features a background image of a building and a flag. The text on the poster includes:

- LANGUAGE LEARNING IN A TIME OF CHANGE**
- TESL NL INAUGURAL ANNUAL CONFERENCE**
- Virtual - Using Zoom
Nov. 13-14, 2020
9 AM - 5 PM
- FRIDAY KEYNOTES**
 - Dr. Jim Cummins**
Professor Emeritus
University of Toronto
 - Dr. Paula Krietschmann**
President, TESL Canada
Univ. of New Brunswick
- SATURDAY KEYNOTE**
 - Dr. Tony Fang**
S. Jaroslawski Chair
Memorial University
- CONCURRENT SESSIONS**
A wide selection of concurrent conference sessions will be offered on both days.
- REGISTRATION RECOMMENDED.**

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SECTION 1

Overview



Section 1: OVERVIEW

This document, *Resources for TESL Professionals in a Time of Change*, arose out of TESL NL's fall 2020 conference: *Language Learning in a Time of Change*, which was funded in part with a COVID-19 Quick Start Grant from Memorial University's Office of Public Engagement.



This document summarizes the themes identified in the conference and provides access to the related resources introduced during conference presentations, as well as providing links to other resources which further develop the themes.

The document begins with a summary of the introductory remarks by the President of TESL NL, Dr. Xuemei Li in the Preface. Section Three lists and links the talks of the keynote speakers, Dr. Jim Cummins, Dr. Paula Kristmanson and Dr. Tony Fang. In Section Four, the themes identified by TESL NL members during the conference are identified and conference presentations and other resources related to those themes are listed. Section Five provides an overview of other resources presented during the conference which are relevant to the four sectors of TESL NL: K-12, LINC/Adult ESL, Post-secondary ESL/EAP and Graduate Students/Researchers. Videos of all conference presentations will be available on [TESL NL's YouTube channel](#).



SECTION 2

Preface



Section 2: MESSAGE FROM THE PRESIDENT

The year 2020 was a dramatic, eventful one, and with the many changes wrought by the pandemic, TESL educators and researchers, who count among the helpers for newcomer students, are facing new challenges. Newfoundland and Labrador, in Canada, is a small province in every way--small population and small economy, and yet, people come and settle here, myself included. Can we say with certainty that we've done enough for the newcomers to the province? When we cite our policies of inclusion, can we say with confidence that none of our newcomers are marginalized? Can we say with confidence that teachers working in the frontlines with newcomer students are well supported? What can we do as educators for our students? These important questions, which are highlighted during the pandemic, drove the topics, discussions and themes of TESL NL's Inaugural Virtual Conference on November 13 and 14th, 2020.

Members from all TESL NL sectors, K-12, Adult ESL/LINC, Post-secondary ESL/EAP and Graduate Students and Researchers, are faced with a range of challenges. K-12 ESL teachers, for example, are often faced with challenges relating to resources and class size. Classroom K-12 teachers may lack training in working with newcomer ESL students. Like K-12 teachers of students with refugee backgrounds, LINC teachers may face challenges around literacy instruction and trauma-informed pedagogy. Teachers in EAP programs are concerned by the subtle racism, and linguistic and cultural barriers, faced by international ESL students, which may be amplified during the isolation of the pandemic. Graduate students may be dealing with remote learning for the first time and the resultant limitations on socializing, learning and relationships during their academic experience.

There is a lot that ESL teachers as educators can do for students. As advocates and supporters, we can pass on our knowledge and skills to colleagues and community members. It is not good enough that we have sympathy, empathy, and compassion for our students, we need to raise awareness of our communities to understand the experiences of our students and the importance of creating a peaceful, welcoming society. We need to stand on the front lines fighting racism of all kinds and disrupting marginality in all forms.

Supporting integration is not merely a slogan, it requires action. While our teachers have invented new teaching strategies in the COVID-19 time with the help of technology, some of them are using these new platforms to do more than just teach.

I am hopeful that, together, we can make our world a better place. Let's keep our momentum and keep building upon it.

Dr. Xuemei Li, President, TESL NL





SECTION 3

Keynote Addresses



Section 3: KEYNOTE ADDRESSES

a. [Dr. Jim Cummins](#)¹

*Dr. Cummins is a Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto. His research explores literacy development in multilingual and intercultural classrooms with particular emphasis on the ways in which teachers' instructional choices intersect with societal power relations and teacher-student identity negotiation. He is the author, with Margaret Early of UBC, of *Big ideas for expanding minds: Teaching English language learners across the curriculum*. Toronto: Rubicon Press/Pearson Canada (2015).*

Educating Immigrant and Refugee Youth: Rethinking the Instructional Implications of Research in the Age of COVID-19

Abstract: As a result of research carried out in Canada and elsewhere over the past 40 years, we currently know a lot about general patterns of educational achievement among immigrant-background children and youth. There is also a considerable degree of consensus among educators and researchers about what kinds of instruction will support students in learning English and catching up academically. Unfortunately, however, there is extensive variation in the extent to which *actual* educational provision is effective in supporting English language learners (ELLs). Effective instructional supports are not always reaching students because of economic constraints affecting education, lack of opportunity for 'mainstream' teachers and administrators to become familiar with appropriate instructional strategies, and more recently, the disruption to education generally caused by the pandemic. The presentation will outline what research tells us about general patterns of effective instruction for ELLs and discuss the challenges and potential instructional opportunities brought about by Covid-19. For example, to what extent can remote online learning be blended with more traditional forms of instruction in a flexible and positive way?

b. [Dr. Paula Kristmanson](#)

*Dr. Kristmanson is a Professor in the Faculty of Education at UNB Fredericton and a member of the research team at the Second Language Research Institute of Canada (L2RIC). Her research focuses on field-based studies in additional language learning settings as well as Teacher Education. She is also the co-editor of the *Canadian Journal of Applied Linguistics* and the President of TESL Canada.*

Active Learning in a Time of Change: Experiences and Insights from TESL Pre-Service Teachers

Abstract: Active learning has been described as work that “engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes high-order thinking and often involves group work” (Freeman et al, 2014). In the “before times”, we achieved active learning environments in our classes

¹ All presentations will be available on the [TESL NL YouTube channel](#).

through interactive in-person tasks and experiential activities involving collaboration. As many classes, adult ESL programs and teacher training programs alike, moved to an online format, many educators and students began to reflect on how they could (re)create these active learning environments. In this talk, I will share some theoretical background about the topic of active learning, how active learning is perceived and achieved in face-to-face (F2F) environments, and how the notion of active learning has come under examination and scrutiny in our new reality. Leaning on the literature, my own experiences as a teacher educator, and the accounts of TESL pre-service who experienced both F2F and online learning during their teacher education program, I will share insights on this topic. I will also engage the audience in a concluding discussion in order to further our understanding of active learning within the various contexts we represent.

c. **Dr. Tony Fang**

Dr. Fang is a full professor of Economics and the Stephen Jarislowsky Chair at Memorial University of Newfoundland. He is also the J. Robert Beyster Faculty Fellow at Rutgers University and sits on a World Bank's Expert Advisory Committee on Migration and Development. He published widely in immigration, equity, diversity; pension, retirement policy and ageing workforce and has received 15 research awards from SSHRC and 5 research grants HRSDC, totaling \$4 million.

Recruitment and Retention of Newcomers: The Role of Employers

Abstract: Based on a 2019 survey of 801 employers in Atlantic Canada prior to the outbreak of the COVID-19, this lecture will focus on employer perceived areas of labour and skill shortages in the region, employer attitudes towards hiring newcomers and international students, and employer knowledge and perceived effectiveness of immigration policies and programs. Drawing from various data sources from Statistics Canada, Conference Board of Canada, and APEC, the speaker will also discuss various business responses to the COVID-19 pandemic in business operations, hiring practices, and alternative work arrangements. Policy and practice implications of the findings will be provided.



SECTION 4

TESL NL Members Spoke



Section 4: TESL NL MEMBERS SPOKE... The Themes of the TESL NL Conference

The TESL NL Virtual Fall Conference 2020 opened with a video documenting the concerns and opinions of local ESL teachers called *TESL NL Faces*. The issues raised in that video succinctly capture many of the main themes that arose from the conference.

Some themes, such as **adopting an asset-based approach to teaching ELLs** and **incorporating trauma-informed pedagogy**, are not unique to pandemic instruction, but the significance of these good practices is heightened when teachers and students are abruptly thrust into online instruction.

Other themes arose specifically from pandemic teaching, including **short-term impacts**, such as the use of masks and implementation of social distancing, and **long-term impacts**, such as increased use of technology in the classroom and the changing role of ESL teachers.



In this section, the main themes are described, quotations from *TESL NL Faces* addressing the theme are provided, presentations related to the theme are listed, and supplementary resources giving background and more information are linked. **Note that all presentations will be posted to TESL NL's YouTube channel.**

a. THEME 1: ASSET-BASED APPROACHES

All students benefit when educators view their backgrounds and lived experiences as resources and strengths on which to draw for learning. Learners at all ages arrive in

Susanne Drover, Itinerant EAL Teacher, NLESD:

“When students first arrive in Canada as refugees, I think first and foremost, teachers need to understand their social, emotional needs, and perhaps have some recognition of where they're coming from. And also, to understand, I guess, it's easy to fall into the track when they come – when they don't have English, or they're missing this in their schooling. So sometimes it's easy enough to focus on what they don't have already and focus on the deficits. So really, I think teachers should also make an effort to focus on the assets that they bring, and their life experiences that they have to offer and the multiple languages that they probably already speak even though they're just learning English now.”

classrooms with rich background experiences and knowledge which must be recognized and validated. Asset-based teaching ensures high expectations for students and an approach that leads to the highest possible level of academic achievement for all.²

² Note that views and opinions expressed in quotations throughout the document do not necessarily reflect those of TESL NL or employers/institutions.



During remote instruction, viewing students' skills and knowledge as assets is doubly important, at a time when the student might be lacking experience or confidence in using technology for education and when students are forced to work independently in a

manner that may be new to them. By focusing on what the student *can* do, making explicit links to what they already know, expecting high levels of performance and providing appropriate support to reach those levels, teachers can create a remote learning environment that empowers students and develops their strengths.

For conference presentations³ related to asset-based approaches, see:

Maria Dumitrescu-Millar: *Using Cultural Intelligence in the Classroom*

Abstract: How to bring the different cultures and learning styles represented by the students in the classroom to a common denominator so that everybody gets involved in the learning process? This is THE question teachers need to answer before they start adapting their teaching to a culturally diverse group. In the world of globalism and multiculturalism, learning to adapt to the different backgrounds of your learners is a remarkable effort, yet a rewarding job when done properly. Based on the most recent research and using her extensive personal experience, Maria will provide tips and ideas on cultural knowledge, mindfulness and cross-cultural skills and communication strategies across cultures that will enhance your understanding of today's Global Village – Planet Earth.

*An experienced teacher, **Maria Dumitrescu-Millar** has worked in the settlement and immigration sector for 16 years in various capacities and for the past 11 years, she has provided PD sessions on Tutela and for ATESL and ATA members in Calgary and Alberta.*

³ Note that all presentations will be posted to [TESL NL's YouTube channel](#).

Suzanne Fitzpatrick and Greg Simmons: *Best practices for educators to facilitate LEARN student academic development and integration*

Abstract: Since January 2009, Greg Simmons and Suzanne Fitzpatrick, have been Newfoundland and Labrador's original full-time Literacy Enrichment and Academic Readiness for Newcomers teachers, working at Holy Heart High School and Brother Rice Junior High respectively. Over the course of this time, they have learned a great deal about what LEARN students need to adapt, flourish and succeed in Canadian schools. They will share this knowledge gained through practical experience in person and to be live-streamed, focusing on best practices for educators to facilitate LEARN students' successful integration within their schools and communities, and to support them to reach their greatest academic potential. A question and answer period will follow the presentation.

Suzanne Fitzpatrick's (B.A. (Sp. Hons.), B.Ed., M.Ed., B.Sp.Ed.) experience with English language learners and newcomers in St. John's and Toronto spans 40 years. She has been the Literacy Enrichment and Academic Readiness for Newcomers (LEARN) teacher at Brother Rice Junior High, NLESD since January 2009.

Greg Simmons (B.Comm., B.Ed, M.Ed (Literacy)) has been developing and delivering educational programming for students from refugee backgrounds for over 12 years. He is the LEARN teacher at Holy Heart High School and has worked for many years with local settlement and volunteer organizations including the Association for New Canadians and Sharing our Cultures.

For more on asset-based approaches, see:

Solnes, A., Yuen, S. & Wilbur, A. (2019) Principles-based approach to supporting newcomers. AMSSA <https://www.amssa.org/wp-content/uploads/2019/04/A-Principles-based-Approach-to-Supporting-LINC-Learners-April-2019.pdf>

Villalobos, J. (2020). An asset-based approach to support ELL Success. *ASCD Express*, 15 (10) <http://www.ascd.org/ascd-express/vol15/num10/an-asset-based-approach-to-support-ell-success.aspx>

Zacarian, D, Staehr-Fenner, D. & Alpert, D. (2020, January, 22). From Deficit-based to asset-based: Breaking down the wall one essential shift at a time. *Language Magazine*, <https://www.languagemagazine.com/2020/01/22/from-deficit-based-to-assets-based-breaking-down-the-wall-one-essential-shift-at-a-time/>

For more on developing an asset-based approach using technology, see:

Lathram, B., Schneider, D. and Vander Ark, T. (2016, May). *Supporting English Language Learners with Next-Gen Tools*. Getting Smart <https://www.gettingsmart.com/publication/supporting-english-language-learners-next-gen-tools/>

b. THEME 2: TRAUMA-INFORMED PEDAGOGY

In Newfoundland and Labrador, a relatively high percentage of ESL learners in K-12 and LINC are students with refugee backgrounds. Trauma-informed pedagogy is fundamental to instructing these students. Teachers must recognize the effect past trauma can have on learning, the signs and symptoms that reveal trauma-influenced learning and behaviour and pedagogical strategies that can support learners who have experienced trauma.

Suzanne Fitzpatrick, LEARN Teacher, NLESD:

“The very first thing that teachers need to remember when they meet these students is that they are human; they have probably lived through tremendous trauma. But that does not define them; Their human essence is within them. And I think teachers need to understand as well that sometimes it doesn't matter how much you speak somebody else's language but we can all communicate as humans, like there's a vast array of human language that's non-verbal.”

For ESL learners with past exposure to trauma, the unfamiliar, abrupt, life-altering effect of the pandemic can act as a trigger for past unfamiliar, abrupt and life-altering experiences. Students who have experienced trauma may already be struggling with its effects, and may

Dana Murphy, LINC Teacher, Association for New Canadians:

“I think that when teachers are working with students who've arrived in Canada as a refugee, one of the things that they need to understand is that their students' experiences may be very different from what teachers have experienced themselves. And that may cause the students' reactions to be quite different; and it might also make it difficult for students to learn in settings that teachers are used to teaching in.”

therefore be sensitive to the extra challenges posed by the pandemic. Trauma-informed practices, including focusing on relationship building, will be of heightened importance during this disruptive time.

For conference presentations⁴ related to trauma-informed pedagogy, see:

Alana Johnson & Jacky Rivas: *Working with Trauma Affected ESL Learners*

Abstract: When we talk about Trauma and responding to it, it is important to emphasize that ESL instruction and the spaces created for learners are by nature very much in line with trauma informed care recommendations. This presentation is meant to add to an instructor's tool box so that they can be more aware of the impacts of trauma and how they may influence learning and classroom involvement, so that they can respond to trauma behaviours appropriately, and so they can teach their learners self-regulation techniques. Learning English is one aspect of our learner's lives, and ESL classrooms are only one aspect of a learner's healing process from trauma. This presentation will provide tips for creating a space in which all the learners in the class can learn to cope with trauma impacts and unlock their learning potential.

⁴ Note that all presentations will be posted to [TESL NL's YouTube channel](#).

Alana Johnson has been active in English language learning for 14 years. Alana worked for many years as an instructor as well as a Workplace Essential Skills Specialist. Alana currently works with the NorQuest College Rural Routes Initiative and is a Southern Alberta co-chair for the ATESL board.

Jacky Rivas has had over 11 years of working with English language learners. Currently, Jacky works as an advisor for Rural Routes where she trains, supports, and mentors ELL program providers in various parts of Alberta. Jacky also holds an MA in Intercultural and International Communications.

For more on trauma-informed pedagogy, see:

Silverman, K. (2020). *Supporting the Mental Health of Alberta's Refugee Students*. The Alberta's Teachers Association.
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Diversity-Equity-and-Human-Rights/PD-80-50%20Mental-Health-RefugeeStudents-Web.pdf>

Stewart, J. and Martin, L. (2016). *Bridging Two Worlds: Supporting Newcomer & Refugee Youth*. CERIC.
<https://ceric.ca/resource/bridging-two-worlds-supporting-newcomer-refugee-youth/>

For trauma-informed pedagogy during remote learning, see:

Center on Positive Behavioral Interventions and Supports (2020, March). *Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS*. University of Oregon.
<https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis>

Center on Positive Behavioral Interventions and Supports (2020, March). *Creating a PBIS Behavior Teaching Matrix for Remote Instruction*. University of Oregon.
<https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>

Haynes, J. (2020, April 9). *Supporting EL's Social-Emotional Learning in a Virtual Classroom*. TESOL International Association (blog).
<http://blog.tesol.org/supporting-els-social-emotional-learning-in-a-virtual-classroom/>

Learning for Justice. (2020, March 23). *A Trauma-Informed Approach to Teaching Through Coronavirus*. <https://www.learningforjustice.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

Shibata, K. (2020, December 4). Distance learning during a pandemic. *ESL/SLD Resource Group of Ontario (ERGO)* [blog post] Retrieved from <https://www.ergo-on.ca/blog/>

c. THEME 3: PANDEMIC TEACHING SHORT-TERM IMPLICATIONS

Many of the concerns raised among members related to the abruptness of the switch to remote teaching/learning and students' and teachers' overall lack of preparation for online learning.

Upon the return to school, with new restrictions and precautions, the classroom had become a very different place. Teachers were faced with a round of new challenges, including wearing a mask while teaching and teaching while maintaining social distance.

Dr. Xuemei Li, Associate Professor, Faculty of Education, Memorial University:

“Learning any language behind a screen or mask is a challenge. In classrooms, when we wear masks again, we can probably resort to technology to help us well. When our facial expressions cannot be seen, we can use something else to complement the teaching. You need to see the facial expressions and the way people pronounce words. So learning a language without seeing the face is difficult. But for our learners online with the technology, I think we can be more creative in adding visual animation to our online learning platforms.”

Tina Rowe, Itinerant EAL Teacher, NLESD:

“One of the things that probably was the most difficult for me is how close I am with students and working in our rooms in the small rooms we work in. It's really hard to keep a distance and they're so used to being able to hug and get close, and when you're teaching a language, and speaking with kids wearing masks, I keep saying "What did you say?" So, some of that is quite challenging, and just moving around the school because I work in five different schools in the city in Metro St. John's. So moving around to different schools, and at some schools, they'll ask me, please call before you come, and we won't have a room ready, we don't want teachers wandering through the school, and having visitors to the school because essentially in some places, I may be only there once or twice in a cycle.”

New protocols and approaches were introduced to ensure sufficient supplementary learning aides and non-communication supports to make language teaching successful while masking and physical distancing. The critical need for more adequate tech training for students and teachers while face-to-face instruction is ongoing was also identified.

For conference presentations⁵ related to the short-term impacts of remote teaching, see:

John Allan: EduLINC & Avenue: *The Response to the Pandemic*

Abstract: The LINC Sector was disrupted by the abrupt suspension of face-to-face instruction. Avenue courseware was positioned to address the needs of teachers and learners, but the mentoring and support teams had to pivot to help teachers adapt blended learning to remote learners. What lessons have we learned? What adaptations are working for our sector?

In mid-March the world of settlement language training was caught off-guard by the pandemic and the suspension of face-to-face classes. Teachers and learners who were previously implementing blended learning through the online EduLINC learning management service were already prepared to work remotely online, even if they had to adapt courseware designed to include face-to-face teaching to pure online delivery. But many other teachers found themselves with limited or no solution to address the need for a new mode of teaching and learning and needing to put EduLINC to work urgently.

This session will review the strategies employed by the EduLINC team to address the needs of both groups of teachers and their learners and how the project supported their transition to a new learning modality. The session will also answer

questions arising from our evaluation including: What was the transition like for experienced EduLINCers? What was it like for EduLINC 'newbies'? What was the impact on teaching and learning? The necessity to employ online learning has also radically sped up learning technology innovation in the sector. The presenters will also describe how the learning technology landscape has changed in the sector, and the implications of these innovations for teaching as we move forward.

Participants can expect to gain: - A deeper understanding of the impact of COVID-19 on settlement language teaching and learning; - Lessons learned and reflections on how teachers, learners and service providers responded to the suspension of face-to face classes and the enforced transition to online distance learning; - A snapshot of learning technology uptake in the LINC Sector and the implications of it for the future.

John Allan is an experienced online and blended learning educator and developer with experience in Canada, the United States, New Zealand, the United Arab Emirates and Qatar. He has been a consultant with the LearnIT2teach project for ten years.

⁵ Note that all presentations will be posted to [TESL NL's YouTube channel](#).

Fariha Asif and Muhammad Afzal Awan : *Mapping out Low- Achievers' Plights in Turbulent Times and its Remedial Measures in EFL/ ESL Virtual Classroom*

Abstract: Though the English language enjoys the status of global lingua franca, its learning is certainly not a piece of cake for most foreign language learners. In the Saudi classroom context where we, the presenters, are employed, quite many students face difficulties in learning and consequently, lag behind in the learning pace. As a matter of fact, most teachers leave no stone unturned, still they cannot strike an ideal balance between groups of students in the class. Typically, a teacher has to teach the entire class focusing on each student, but low achievers must seek special treatment they deserve. In fact, the teacher needs to incorporate differentiated instruction to cater to the needs of each group of students so that no one is left unattended. According to the concept of special education, each child is privileged, but the teacher has to adapt ways and means in teaching strategies so that the maximum potential of every learner is realized. Global EFL educators and learners are missing face-to-face instruction; the recent health crisis has further widened the gap between high achievers and low achievers posing more challenge to dedicated teachers in ESL/EFL industry. Though teachers have been trained in e-learning models, mostly via webinars, to facilitate learning, it has been noticed that some students, despite keen interest and positive attitude, are not able to perform well. This interactive presentation is a modest attempt to map out all the relevant issues about low achievers and will negotiate some specific tips with the attendees as how to facilitate virtual learners through differentiated learning techniques on virtual space amid this critical time.

***Fariha Asif** is a certified mentor and leading researcher in the field of Educational-Psychology, frequently speaks at international conferences. She got Emerging-Scholar Award in 2018 & 2019 and a Graduate-Scholar Award-2015.*

***Muhammad Awan** holds an M.Ed from OISE University of Toronto. He has taught in Pakistan and Gulf States beside Canada. He is interested in literacy studies, bilingualism, CLIL and teacher-training.*

Francesca Boschetti and Victoria Skanes: *Running university-level ESL programs during COVID-19: What we did, what we learnt, and what we recommend*

Abstract: Memorial University offers a variety of English as a Second Language Programs: ESL Pathway Programs, ESL short-term programs, ESL custom programs, and ESL core services to degree students, normally all offered in person. Our ESL Pathway Programs are 13-week-programs meant for students from the beginner to the advanced level who would like to attend Memorial University, but do not meet the language proficiency requirements. Our ESL short-term programs and ESL custom programs are shorter in duration and open to a wider target audience. Finally, our ESL core services are offered to Memorial's undergraduate and graduate student population. Our presentation will concentrate on the changes, strategies, and techniques implemented by Memorial University's English as a Second Language Programs to face the move from on-campus to remote

teaching during the COVID-19 pandemic. We will focus on what we did, what we learnt, and what we recommend during this time of change. Our presentation will include anecdotes, strategies, and resources.

Francesca Boschetti is the ESL Associate Director at Memorial University. She holds degrees in Modern Languages, in European and American Languages and Literatures (University of Eastern Piedmont), and in English (Memorial).

Victoria Skanes has instructed for 17 years in Memorial University's ESL programs. She teaches many levels of language learners from beginner to advanced EAP, to graduate students in various disciplines

Dmitri Detwyler: *Speaking of the pandemic: Canadian language instructors address impacts on practice*

Abstract: Since the first wave of the COVID-19 pandemic swept across Canada in spring 2020, English language instructors in all types of programs have had to adapt their professional practice to be remote and distributed. The different challenges faced by instructors and students in settlement language programs (LINC), colleges, and private language centers elicited a range of responses that trouble the popular distinction between theory and practice (Ur, 2019) and complicate our understanding of the knowledge base of language teaching (Johnson, 2009). In this paper, I will share a preliminary thematic analysis (Braun & Clarke, 2006) of research interviews and focus group discussions with 16 language instructors in LINC, colleges, and private language centers, conducted in summer 2020. They came from B.C., Alberta, Saskatchewan, Ontario, and Nova Scotia. I intend to highlight both converging and diverging concerns these instructors expressed about topics like assessment, student learning, and the future of familiar institutions in this era of unbounded uncertainty. In their talk about these issues, these participants showed great resilience and suggested many practical adaptations that promise to shift our understanding of what language teachers need to know, and be able to do, in their practice.

Dmitri Detwyler is a PhD Candidate in Teaching ESL at the University of British Columbia focusing on language teacher knowledge and identity. He has previously taught in Taiwan, the US, and Canada.

Reginald D'Silva & Nasrin Kowkabi: *TESL from a distance: Tips for readapting our teaching strategies online during changing times*

Abstract: The “new normal” for TESL amid the evolving Covid-19 crisis has challenged educators to re-examine and readapt their praxis while teaching in virtual environments. The rapid shift to online classes has not only impacted institutions' resources in offering their students productive educational experiences, but also has presented teachers and students with unique challenges in achieving their academic goals.

This presentation will highlight selected strategies in online teaching with a view to invite discussions around effective ways to support the teaching and learning of English Language Learners in virtual environments. We have drawn on our teaching experiences in post-secondary contexts, and experiences and recommendations from members in our communities of practice for the content of this presentation. Attendees will take away a set of thematically organized teaching tips to draw on, as they re-adapt and re-examine their practices of supporting ESL learners in online contexts. Whether in providing comprehensible input, or building a learning community, educators are being tasked with re-examining their instructional practices to meet students' online learning needs and expectations, and as we will highlight through this presentation, they should be prepared to continually consult with peers and students as they revise their teaching approaches during these changing times.

***Reginald D'Silva** is an Associate Professor of Teaching, and the Academic Director of an international program, in the Department of Language and Literacy Education at the University of British Columbia.*

***Nasrin Kowkabi** is a lecturer in the Department of Language and Literacy Education at the University of British Columbia.*

Trevor Laughlin & Brittany Hack: SILC - a framework to assess eLearning effectiveness under COVID- 19

Abstract: Having reviewed the situation and factors surrounding synchronous and asynchronous delivery of online courses during covid-19, we now need to develop an assessment framework from which to assess how classes/courses are being delivered online under covid-19 conditions, with a view to making recommendations and improvements. To that end, we will:

- 1) Highlight the factors that need to be addressed by the assessment framework to deliver a sound educational experience under COVID-19 conditions
- 2) Review 3 existing models of e-Learning assessment.
- 3) Synthesize a new assessment framework (SILC) which we can use to assess the quality of the online delivery of courses at two institutions?
- 4) See how this is applied to an ESL EAP program at the post-secondary level.

***Trevor Laughlin** has been teaching at the postsecondary level for over 10 years. Supplementing his ESL credentials with a certificate in online learning from UBC's Master's in Educational Technology program, he has spent the summer researching online ESL learning during covid-19.*

***Brittany Hack** has a Master's in Public Administration (Innovation and Technology for Policy Alternatives) from the Johnson Shoyama School of Public Policy. She has partnered with Trevor while pursuing a Master's in Educational Technology from UBC and CERTESL certificate from University of Saskatchewan.*

Paul O’Flaherty & David Neilsen: *Ready or not, here we are: transitioning lower levels to online learning*

Abstract: Digital literacy, language proficiency, access to technology and learning new platforms are a few of the challenges that ISANS’ clients and instructors faced in the transition to online learning. From an initial, Wild West, free for all to a standardized approach, this presentation details ISANS’ journey into the COVID-19 unknown.

Head Instructors, Paul O’Flaherty and David Neilsen will discuss the challenges and successes in ISANS’ initial pivot to “emergency online teaching” as well as the ongoing refinements in processes and supports for continuing distance education for the foreseeable future.

Paul O’Flaherty has 20 years of experience in adult education and is currently a Head Instructor at ISANS.

David Neilsen is a Head Instructor and PBLA Lead with the Language Services team at ISANS with over a decade of experience with portfolio based teaching

Natalie Penney-Toba: *Adjusting from a physical face-to-face teaching environment to an international online-platform*

Abstract: A global pandemic was an heard concern for many in September of 2019 but for the English Second Language students who traveled from all over the world to study ESL in Newfoundland, the concept was realized in March 2020 and with it a variety of accommodations had to be made for these students to continue their ESL language studies online in their home countries. Adjusting from a physical face-to-face teaching environment to an international online-platform is difficult but possible with the right technology and support in place.

As an ESL instructor, it was possible to use Google Classroom’s online platform to accommodate the language needs of students in a virtual classroom or in unique online groups. These students who were from countries such as the Democratic Republic of the Congo, Bangladesh, Taiwan, Japan, and South Korea were able to benefit from this unique Second Language Learning experience. They continuously compared points from their respective countries and expressed their ideas freely across the world while gaining the language learning experience that they desired. In addition, not only did the instructor and the administration demonstrate support but the students were supportive of each other during class discussions and homework assignments that became the core of a positive Second Language Learning online platform.

Natalie Penney-Toba (M.A.) is an ESL instructor at Grenfell Campus. She has been teaching for over 20 years in Canada and Japan. Her research interests include cultural factors in second language learning, second language letter writing, and TESL methodology.

For more on the rapid switch to remote teaching, see:

Canadian e-Learning Network. (2020, March 30). Emergency Remote Teaching - Resources, Tools, and Ideas. *Can eLearn Newsletter*. Retrieved from <https://canelearn.net/2020/03/30/emergency-remote-teaching/>

Colorin Colorado (n.d.). *Distance Learning for ELLs*.
<https://www.colorincolorado.org/distance-learning-ells>
<https://www.colorincolorado.org/guide/distance-learning-ell>

Ferlazzo, L. (2020, March 22). *Best lists of the week: Teaching online amid school closures*. Larry Ferlazzo's Websites of the Day (blog).
<https://larryferlazzo.edublogs.org/2020/03/22/best-lists-of-the-week-teaching-online-amid-school-closures/>

McDonnell, K. (n.d.) 10 Remote Teaching Strategies You Can Take Back Into The Classroom. *Teach Thought*. Retrieved from <https://www.teachthought.com/technology/remote-teaching-strategies-that-work-in-the-classroom/>

Ralph, M. (2020, April 17). Teaching Strategies of Award-Winning Online Instructors. *EduTopic* Retrieved from <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>



d. THEME 4: PANDEMIC TEACHING LONG-TERM IMPLICATIONS

**Dana Murphy, LINC Teacher,
Association for New Canadians:**

“There's a lot of protocols in terms of public health that we're trying to follow and make sure that students are aware of. Yet, we still want school to be a welcoming place. I know that for some students, it's a very important part of their new community here and helps them feel socially connected. So, figuring out how to balance that, making sure people are safe from a public health perspective and also making sure that we still have a school community that we are still able to connect with each other, as classmates and co-workers and members of the LINC school community. I think that's going to be, here at our school, a challenge and something we're going to be working on, and hopefully we'll be able to meet.”

The final theme identified among the responses of TESL NL members were considerations of how pandemic teaching will affect the delivery of ESL instruction in the long term. The pandemic has changed the very nature of education by normalizing a range of delivery options, including online/remote, in-person/face-to-face and blended models. Whatever the model, the delivery of ESL teaching will be affected by these developments.

For remote instruction, the pandemic has focused awareness on access to technology and technological skill level among students and teachers, as well as on independent learning resources and skills for students. It has highlighted the

importance of culturally responsive practices, such as validating identity and belonging, knowing one's students and building relationships.

In addition to the obvious physical changes, classroom instruction will be influenced by the increased incorporation of technology, such as mobile phones, in face-to-face teaching and the adoption of the advantageous aspects of online teaching in in-person instruction, such as more individualized contact with students, quality online resources, the use of translators, etc.



In all cases, the long-term effects of pandemic teaching highlight the important and changing role of the ESL teacher in initiating and maintaining contact with students, engaging and motivating classes, and responding efficiently and empathetically to students' challenges and concerns.

For conference presentations⁶ related to the long-term impacts of pandemic teaching, see:

Raja Amer: *PBLA in the digital context: How to build and maintain an E-portfolio for the different PBLA stages*

Abstract: Teaching and learning in the digital context can be cumbersome for both instructors and learners. Part of the difficulty pertains to administering and documenting assessments. The objective of this presentation is to:

1. Discuss issues related to using e-portfolios in the LINC programs,
2. Share two portfolios for stage I & II
3. Discuss strategies that help instructors integrate and maintain e-portfolios into the instructional cycle.

Raja Amer, MA., M.Ed. is an adult educator and facilitator who facilitated for adults in different capacities. Her academic background is in the areas of Applied and Descriptive linguistics, Adult Education, Instructional Designing, and Education Technology. She is currently working toward gaining a Doctorate of Education degree in Educational Technology. Her research focus is on creating an outcome-based teacher training program in the K-12 system. She currently teaches CLB at ASSIST Community Services Centre Edmonton, Alberta.

Trevor Laughlin & Brittany Hack: *Synchronous eLearning concerns under covid-19 for ESL EAP students*

Abstract: When COVID-19 forced all educational institutions to move to online delivery of classes in March of 2020, e-learning faced its most brutal trial by fire. Traditionally relegated to the purview of distance learning, schools rapidly had to switch to online learning delivery platforms. Aside from directly addressing the health risk to staff and students, it allows universities to help their students finish the Winter 2020 semester. This is allopatric education: education where instructors and students do not occupy the same physical locations. While the winter 2020 term has ended, are they ready for the Fall 2020 term?

Putting aside the possibility for phased re-openings across provinces, universities have had to consider the real possibilities of prolonged online education and how best to deliver it based on the nature of what is being taught. But it is not the nature of the transition that needs investigation. It is the method of delivery and pedagogy that drives it. Under these conditions, what are the merits of synchronous allopatric online learning and how should it be used in continuing online education at the post-secondary level, specifically to ESL EAP student needs?

⁶ Note that all presentations will be posted to [TESL NL's YouTube channel](#).

Trevor Laughlin has been teaching at the postsecondary level for over 10 years. Supplementing his ESL credentials with a certificate in online learning from UBC's Master's in Educational Technology program, he has spent the summer researching online ESL learning during covid-19.

Brittany Hack has a Master's in Public Administration (Innovation and Technology for Policy Alternatives) from the Johnson Shoyama School of Public Policy. She has partnered with Trevor while pursuing a Master's in Educational Technology from UBC and CERTESL certificate from University of Saskatchewan.

Helaine Marshall: *The Synchronous Online Flipped Learning Approach - SOFLA*

Abstract: Best practices in online teaching should include the eight steps of the Synchronous Online Flipped Learning Approach (SOFLA), a distance learning model which most closely replicates actual classroom teaching. SOFLA includes structured, interactive, multimodal activities, both asynchronous and synchronous, that create fertile spaces for teaching and learning online. Participants will learn how to implement each step, and will receive digital resources to guide them in using SOFLA.

The current educational context provides an opportunity to combine two separate learning pathways that, in combination, can result in robust instruction uniquely designed for this emergency delivery of content and skills: the Community of Inquiry framework for online teaching (Garrison, Anderson, & Archer, 2000) and flipped learning (Bergmann & Sams, 2012). The Synchronous Online Flipped Learning Approach (SOFLA) (Marshall, 2017; Marshall & Kostka, in press; Marshall & Rodriguez Buitrago, 2017) is a distance learning model that most closely replicates actual classroom teaching. SOFLA includes structured, interactive, multimodal activities in an eight-step learning cycle with both asynchronous and synchronous components, that create fertile spaces for students now learning language online. The presenter takes participants through the steps of SOFLA: (1) Pre-Work; (2) Sign-In; (3) Whole Group Application; (4) Breakouts; (5) Share-Out; (6) Preview and Discovery; (7) Assignment Instructions; and (8) Reflection. In this session, participants will experience the model they are learning about, as in a loop input approach (Krulatz & Neokleous, 2017) to teacher education. Following this demonstration of the model, the presenter will share samples of real student learning experiences to illustrate the implementation of SOFLA in an advanced grammar course. Results from three offerings of the course will be presented and discussed. Teachers will be encouraged to rethink their approach to a specific lesson or project that they are planning to deliver in their teaching context, as well as to follow-up and share in an online space any links to what they have created to foster further collaboration.

Dr. Marshall is professor of education and director of language education programs at LIU Hudson, NY, USA. She teaches courses in linguistics and multicultural education in face-to-face, blended, and synchronous online formats.

Rita Zuba Prokopetz *Electronic Portfolios: Pedagogy in a Time of Change*

Abstract: Electronic portfolios (ePortfolios) emerged as a multipurpose technological tool with the advent of the World Wide Web in early-1990s. After learning with and about various educational technology tools as a graduate student in early-2010s, I began implementing them in my classes of adult language learners. There was an observable shift in the thought processes of the students as they gained new skills while learning to use the technology; using the technology to learn; creating online artefacts to show evidence of learning; and choosing appropriate text, images, and audio-files to populate ePortfolio pages in each of the four language skill areas. Initially, ePortfolios were part of an extra-curricular activity to enable students of low- to high-intermediate language level to continue to interact with me, their course content, and peers after school hours. Currently, these pedagogical tools are embedded in the blended course for high-intermediate level students and are required as a final capstone project. These capstone ePortfolio projects are created by the students themselves to showcase their learning to date and demonstrate alignment of competencies. As we transition to new learning spaces, ePortfolios are positioned as a sound pedagogy to support deep learning, critical reflection, and self-awareness.

***Rita Zuba Prokopetz** completed the Doctor of Education in Distance Education (EdD) Program at Athabasca University in 2019. Her research interest includes ePortfolio as disruptive pedagogy in blended and online learning spaces. She has publications in the TESL Canada Journal and the AAEEBL ePortfolio Review magazine. Rita is an instructor of English as a second language (ESL) at Red River College in Winnipeg, Manitoba - Canada.*

David Clyde Walters: *Teaching a "hybrid / blended" Citizenship class using Zoom and Whatsapp*

Abstract: Instruction was in a kind of hybrid / blended format: A combination of classroom face-to-face students and remote Zoom students from as far away as South Dakota on a cell phone, at a truck stop, in the cab of an 18-wheeler Semi. Between classes, during the week, students received asynchronous instruction thru WhatsApp posts and YouTube shared videos. When first asked to teach a class in such a crazy format, the instructor thought it would be impossible or at best a mild disaster. But the instructor agreed to try it just to show the administration how impractical it would be. But the instructor was surprised to find that after only a few weeks, students and the instructor discovered some new and unexpected ways to learn. The video presentation details the obvious challenges but more importantly, some of the unanticipated advantages of the unconventional format.

***David Clyde Walters** has a Doctoral degree from the University of Montana in Educational Leadership. He currently teaches ESL courses and preparation classes for the GED and Canadian Citizenship exams in Alberta, Canada. He administers a Basic English website and regularly contributes to an International English Learning Platform Facebook group with more than 166,000 active members.*

For more resources on long-term remote learning, see:

Kennedy, K. and Ferdig, R. (2018). *Handbook of Research on K-12 Online and Blended Learning*. Carnegie Mellon University ETC Press
<https://press.etc.cmu.edu/index.php/product/handbook-of-research-on-k-12-and-blending-learning-second-edition/> DOI 10.1184/R1/6686813

Ferlazzo, L. and Hull Sypnieski, K. (2021). Distance learning with ELLs, *The ESL/ELL Teacher's Survival Guide*, 2nd Edition. John Wiley & Sons, www.wiley.com,
<https://larryferlazzo.edublogs.org/files/2020/07/Chapter-22-Distance-Learning-With-ELLs-rev-revised.pdf>



SECTION 5

Resources for Sectors of TESL NL



Section 5: RESOURCES FOR SECTORS OF TESL NL

Presentations related specifically to TESL NL's four sectors: K-12, Adult ESL/LINC, Post-secondary ESL/EAP, Graduate Students in TESL/Researchers and Teacher Educators are listed in this section. Again links to presentations can be found on the [TESL NL YouTube channel](#).

a. PRESENTATIONS FOR K-12

Glenn Cake: *Computer Assisted Language Learning - That's Edutainment!*

Abstract: Every day in second language classrooms throughout our province, our country and around the world, teachers are trying to find new and more effective ways for their students to learn. Playing games on computers and tablets, using smart boards to direct group activities and even bringing in real life props makes language learning fun and can help students focus on communication. The ability to choose the appropriate activity can boost engagement, encourage motivation and foster creativity in learners.

The current generation of learners in the 21st century was born with access to vast applications of information and communication technology, which means much of their communication, connection, collaboration, and recreation occur via digital devices (Beck & Wade, 2006). Teachers need to seize the moment and integrate “edutainment” into learning for a variety of reasons. Educational games motivate learners and connect them to their passions. Edutainment allows language teachers the opportunity to authentically connect students to the world. Finally, technology will be a part of any learners’ future: both personal and in the world of work.

Happy students are more likely to engage in learning. There is ample research indicating that we learn most effectively when we are engaged in the activity and enjoying ourselves. As teachers, we appreciate the idea that fun competition encourages students to achieve better results. From a teaching supporting stand point, happily engaged students provide time for teachers to observe and help students who may be having difficulties.

Researchers argue that through active and intensive immersion, language learners can benefit significantly from game-playing as it can promote constructive, situated, and experiential learning (Squire 2008; Woo, 2014).

There are a variety of media designed to educate through entertainment which often includes content intended to teach but has incidental entertainment value. In this hands-on and interactive webinar session, Glenn will lead the group through an interactive session examining the features and tools of CALL. (specifically GKQL -Gimkit, Kahoot, & Quizlet Live).

Glenn Cake, an experienced remote learning high school French teacher, has provided professional training to second language teachers for a number of years. His specific expertise is the area of internet resources and software that teachers and students can use to enhance their second language and technology skills.

Deneice Falconer: *Social justice and L2 writing workshops for K-6 newcomers*

Abstract: Most of the K-6 English Language Learners (ELLs) in the Newfoundland and Labrador English School District (NLESD) are visible, linguistic and ethnocultural minorities from newcomer families. The district's English as a Second Language Programs focuses on the ELLs' successful social and academic integration. But is this strong focus on academic competence placing ELLs at risk of intellectual marginalization, cultural suppression, and linguistic assimilation? Are ELLs receiving language learning support that responds appropriately to the sociopolitical challenges they face?

The English Language Teachers (ELTs) are encouraged to use the Language Experience Approach (LEA), which encourages ELLs to write using familiar language. However, writing instruction is not prioritized in the NLESD, even though writing is the most difficult of the language skills to acquire. An emphasis on writing instruction that incorporates social justice practices (like literacy circles, mind-mapping, art, storytelling) could help ELLs reconstruct their identities and better integrate into their communities.

In this study, writing workshops are explored as communities of practice that help ELLs to redefine themselves and share their personal experiences with society. By applying social justice as a methodology and a framework to the writing workshop pedagogy, ELTs can support ELLs in developing their identities and writing skills, amplifying their voices, and confronting the social injustices they encounter.

Deneice Falconer is a graduate student at Memorial University focusing on Second Language Education and is the Program Facilitator for Memorial's ESL Conversation Partner Program.

Roger Moore: *Numeracy in the EAL Classroom: Excellent Strategies*

Abstract: In this hands-on, minds-on workshop, you will experience I Notice, I Wonder . . . , Amazing Attributes, Would you Rather . . . , Predictable Patterns and six more numeracy strategies. Then, using yours and your learners' experiences and 'Numeracy is the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living, we will develop strategies to increase numeracy in your EAL practice. You will dance away with strategies to put into your practice to increase numeracy based on your learners' unique needs.

The strategies worked with are selected from 357 weekly Tuesday's Terrific Teaching Tips which are faculty sharing their excellent best practices and tips with each other across disciplines and faculties at a large college where upgrading, health, business, LINC and ESL are taught in an inclusive context.

***Roger Moore** is a 3M National Teaching Fellow, who has engaged adults and children face-to-face, hybrid and fully online. As well, he teaches pre-service teachers and for 357 weeks has collected and disseminated weekly tips to celebrate the excellence of educators.*

Martha Trahey: *Best Practices of ELLs during Times of Transition: Good Teaching+*

Abstract: Very often, the strategies promoted for the instruction of ELLs in mainstream K-12 classrooms are relegated to the category of “just good teaching”, the implicit assumption being that no special consideration, training or strategies are required for successful instruction to ELLs. In this presentation, I will discuss several strategies typically associated with “good teaching” for all students and show how they apply in the teaching of ELLs. I will consider the supplementary knowledge, considerations, interpretations and practices which are applicable when working with ELLs, many of which are lost in descriptions of “just good teaching.” I will show how teachers can challenge their understanding and use of good teaching strategies when teaching ELLs to specifically address the learning needs of newcomer ELLs. The implementation of good teaching strategies for ELLs during remote learning and how remote learning poses unique challenges for this group of learners will also be considered.

***Dr. Martha Trahey** is Program Development Specialist in Multicultural Education, Department of Education, Gov NL. She has taught ESL for over 25 years in a range of contexts.*

b. PRESENTATIONS FOR ADULT ESL/LINC

Toby Ali: *Gamifying your Online Course*

Abstract: The learning environment has been changing for longer than we realize. Most of us have recently been using Moodle or Google Apps for Education as an online environment to facilitate our asynchronous lessons. These are popular learning platforms that allow the user to customize the space to accommodate their learners. However, most of us can say that learner engagement isn't the same as in class. In this seminar, we will take gamified elements that are available on our platform and apply them to motivate and learners to be autonomous.

In this presentation, I will be identifying the key differences between Game-Based Learning and Gamification and how they encourage learning autonomy and independence. Addressing online engagement is one of the key challenges today and aligning best practices of online and language learning with concepts of

learning through play will make that job easier. We must establish similarities between rules of games and rules of the class and identify tasks and activities through which we can maximize engagement remotely. Identifying existing “games” that may overlap with a variety of learning outcomes across varying skill levels can reduce our workload. Learning to use games in a “Project-based” context can keep our classes student-centered. We can also use existing technologies, activities, and games to embed into our virtual online spaces, such as Moodle or Google Classroom.

***Toby Ali** is an Online Coordinator and Language Instructor at ISANS and has taught literacy to higher levels. His current interests are Digital Literacy, Gamification & Game-Based Learning, and Knowledge Building.*

c. PRESENTATIONS FOR POST-SECONDARY ESL/EAP

Beth Kelln, Greg Smith, & Melissa Enns-Delgado: A Space for Change: Reconciliation & the EAL Classroom

Abstract: In this time in which the eyes of society have turned toward problems of systemic racism, it is important not to overlook the EAL classroom as a space for change. Treaty Education, specifically, is more important than ever, and it is crucial to provide Treaty Education for newcomer language learners, who often arrive into Canadian classrooms with little or no knowledge of the country’s history of colonization, discrimination, or steps toward reconciliation. This presentation describes one ESL program’s approach to integrating Treaty outcomes into the curriculum and to addressing one of the Calls to Action by bringing a variety of materials written by, for, and about Canadian Indigenous peoples into our language learning classrooms. We share teaching resources and methods we have employed and discuss some of the challenges our students have encountered in learning to engage with and think critically about complex discourses related to Reconciliation. Attendees will be invited to discuss and reflect on how newcomer language learners in their classes can be provided with needed background knowledge that will help to scaffold them to relevant Treaty Education outcomes, as well as their role in doing so.

***Beth Kelln** is an EAP teacher and curriculum writer. She has a Bachelor of Education, Certificate in TESL, and is working on a master's degree in Education, Curriculum and Instruction.*

Melissa Enns-Delgado has been teaching EAL since 2014. She has a master's degree in Second Language Education and currently designs EAP curriculum and teaches in Regina, Saskatchewan.

Greg Smith has been teaching EAL since 2003. He is the director of the EAL program at Luther High School in Regina, SK.

d. PRESENTATIONS FOR GRADUATE STUDENTS

Sana Jamil & Khalid Al Hariri: *How has Covid-19 Changed us? Looking through the Lenses of Doctoral Students*

Abstract: With the spread of Covid-19 worldwide, higher education has been affected in many ways (Toquero, 2020). In this presentation, two doctoral students will discuss the challenges of pursuing a PhD during a pandemic. Both students come from international, English as a Second Language (ESL) backgrounds in the Faculty of Education at Memorial University of Newfoundland: one doctoral candidate writing her research proposal and the other preparing for his comprehensive exam. The doctoral students will share personal and academic concerns and challenges that they continue to face during the Covid-19 pandemic; most of which may apply to many other international ESL students and novice researchers. They will also reflect on recommendations for strategies to overcome these obstacles.

Sana Jamil is a Ph.D. candidate in the Faculty of Education at the Memorial University of Newfoundland (MUN). She has ten years of teaching experience in the elementary school system. Along with her doctoral studies, Sana works as a Research Assistant with faculty members at MUN. Her main research areas include educational technology, professional development, and policy.

Khalid Al Hariri is a PhD student in the Faculty of Education at Memorial University of Newfoundland and an ESL Instructor at the Association for New Canadians. He has been teaching academic writing, EAL, and ESP since 2008. His research interests include ELF, world Englishes, issues of NNEST, culture, and writing.

e. PRESENTATIONS FOR RESEARCHERS AND TEACHER EDUCATORS

Anna Burnley: *Teaching About Language Endangerment to Educators-in-Training During COVID-19*

Abstract: University-level U.S. educators-in-training may not realize that when teaching the Commonly Shared Language (CSL) as the Desired Language (DL) to their English Learners (ELs), they're simultaneously replacing the student's home language (HL) with a foreign language. The literature examined concludes

that the use of a CSL in the school setting can replace the student's HL, with the result that the HL becomes, in this context, endangered. The EL may express a preference for the CSL at home, thereby further imperiling the use of the HL. Teachers-in-training can learn to view the EL's multilingualism as an additive factor, rather than as a deficit, by linking culture loss to language loss, or cultural endangerment to language endangerment. The paper examines DL teaching theory and strategies that support the pre-service teacher in developing cultural and linguistic agency to encourage HL retention during acquisition of the CSL. An appendix of possible online teaching strategies to support comprehension of language endangerment in this context, that can be incorporated at the university level when teaching educators-in-training remotely, is included.

***Dr. Anna Burnley** is an Assistant Professor of Education and ESOL Specialist at Flagler College - Tallahassee. She is a published author and has presented in Germany, England, and the U.S.*

Danielle Freitas: *The Power of Messaging Apps to Promote Peer-learning in Language Teacher Education*

Abstract: The benefits of peer-learning during professional experiences in different language teacher education contexts are well-documented in literature (Nguyen & Loughland, 2018). However, the benefits of using technology and, in particular, messaging apps, to promote such learning are much less documented. In a time of change, when student teachers/teachers may feel more insecure and isolated, the use of technology to encourage such peer-learning becomes even more relevant. This paper draws on the experiences of six student teachers during a pre-service teacher education program in Canada to show how the use of the messaging app WhatsApp promoted their learning and development in the course. Findings reveal how the WhatsApp group chat created by these six student teachers at the beginning of the course not only afforded them the opportunity to offer and receive emotional support but also created mediational spaces where they mediated each other's knowledge and skills. A discussion of how messaging apps such as WhatsApp can be used to create and maintain an online community of practice, where student teachers/teachers can learn from and support each other is presented.

***Danielle Freitas** is a professor at Sheridan College, where she teaches and advises in the TESOL Plus and ESL programs. She holds a PhD and MA (UofT) and an MA (UCL).*

Justine Jun: *Migrant Women English Instructors' Workplace Learning Experiences in Ontario and Implications for Migrant Instructor Support at Work*

Abstract: My research study investigates migrant women English instructors' workplace learning experiences regarding Canadian workplace cultures that the instructors experience in academic English language programs in colleges and universities in Ontario. Although many scholars have conducted research studies on internationally educated teachers' professional and integration challenges, few studies have recorded migrant English language instructors' professional learning and workplace support experiences in post-secondary schools, focusing on women instructors' lived experiences. In my study, I collaboratively examine migrant women English instructors' transformative learning processes and their colleagues' and administrators' roles in their professional learning. Research participants will engage in the study as co-researchers and inquire about their own learning experiences, actively incorporating their critical self-reflective skills. The study findings will implicate English language instructor support currently practiced in post-secondary English language programs in Ontario, especially for migrant women English instructors. This study employs a qualitative research paradigm. I take Mezirow's Transformative Learning Theory (Mezirow, 1997, 2000, 2003, 2009) as the critical lens to explain, analyze, and interpret the research data. Photovoice (Wang, 2009; Wang & Burris, 1997) and arts-informed methodology are the main methods I use. Co-researchers will jointly investigate the themes emerging from the cultural artifacts they create.

Justine Jun is a doctoral student in Language and Literacies Education at OISE, University of Toronto. As a highly experienced EAL instructor, she investigates migrant women English instructors' workplace learning experiences.

Simon Moll: *Diagramming Cognitive and Socio-linguistic Thresholds*

Abstract: As online teaching subsumes offline teaching, attuned observation of facial and physical response, eliciting self-correcting from incomplete utterances, and decoding interlanguage are elements of the real time work performed by language teachers to assess and influence student progression. As predictive text, facial recognition, speech to text, and other forms of automated language analysis continue to augment and transform both online and offline ecosystems, this living data set is increasingly being incorporated into the AI corpus. What does this mean and how can we understand sovereignty as teachers and learners within such powerful frames?

As a case study, this presentation focuses on cognitive and sociolinguistic aspects of teaching 'conjunctions' as an example of a threshold learning method transferable in both offline and online teaching. Additionally, we will examine the colonial complexity of historical and contemporary frames in English teaching across Turtle Island at the threshold of decolonization.

Simon Moll (*Northern Lights College*) is interested in social justice and curriculum and teaches EAL and English Literature online and offline with a focus on parallels between impacts of British imperialism on economics and education in the Arabian Gulf and the Gulf of the St. Lawrence.

Tayebeh Sohrabi & Kimberly Maich: A case study of bilingual preschoolers' social skills development

Abstract: This study presents a case study of bilingual preschoolers' social skills development. The research focuses on several widely recognized dimensions of children's social development: communication, cooperation, emotional management, and problematic behaviours. This study utilized non-participation observation and semi-structured interviews for collecting data. Five bilingual preschoolers and two early childhood educators participated in this study. The results indicate that the main reason for excluding bilingual children from group activities by their peers could be their English language limitations. The main barrier in bilingual children's social skills development seems to be negative feelings such as frustration, hesitation, loneliness, insecurity, and upset that this group of children experience in relationships with others and inhibit them from interacting with others. The role of early childhood educators, peers, and parents in this group of children's social skills development is essential.

Dr. Kimberly Maich is Professor in the Faculty of Education at Memorial University in St. John's, NL. As an Ontario Certified Teacher, Board Certified Behaviour Analyst (Doctoral), and Registered Psychologist (master's-level, provisional), she enjoys researching and teaching in various areas of special education, including ASD, behaviour, and assistive technology.

Tayebeh Sohrabi is currently a Ph.D. of Education student at Memorial University in St. John's, NL. She did her second master's degree at Memorial. Previously, she was a vice principal and teacher in Iran where she conducted her first master's thesis on students' social skills development. Her research interests include inclusion in elementary curriculum and social skills development in dual lingual children.

Tessa E. Troughton and Cecile Badenhorst: “I flick back and forth” or The Writing Process of Multilingual Postsecondary Students

Abstract: Due to globalization and the internationalization, there are significant numbers of postsecondary students who are multilingual and may have earlier postsecondary learning experiences in a language other than English. As such, the purpose of this study was to investigate the strategic cognitive steps and the writing process used by seven multilingual undergraduate and graduate students as they wrote essays. Areas of concern were the steps taken in preparing to write and while writing, specifically prior knowledge of academic writing, metacognitive strategies, and accessing resources. The study also probed participants’ self-perception as multilinguals. The research questions were: what is the writing process of multilingual postsecondary students at a mid-sized Canadian university? What strategies do multilingual postsecondary students use when they write university essays?

In this qualitative study, a conceptual framework of fluid multilingualism (Canagarajah, 2002; Canagarajah, 2006) was used to critically analyze the participants’ writing process. Data was collected through individual semi-structured interviews, coded and analyzed using Atlas.ti data analysis software. Results show 1) mixed writing processes among participants and 2) translation and translanguaging as a revision strategy. Results about the writing process indicated reflections on planning, introductions, outlining, conclusions, and revising.

Cecile Badenhorst MA (UBC), PhD (Queen’s) is a Professor in the Adult Education/Post-Secondary program, Faculty of Education, at Memorial University. One of her research interests is graduate student writing.

Tessa Troughton is an Ontario certified teacher who works as a Writing and Study Skills Specialist at Ontario Tech University. Tessa is currently completing her Masters of Education in Curriculum, Teaching, and Learning at Memorial University of Newfoundland.

Stephanie Wright: Getting on Top of Troublemakers In/At/On Using Corpora

Abstract: This presentation explores the most commonly used idiomatic expressions formed with in, at, and on in both formal and informal contexts using corpora. Best practices for doing personalized corpus-based research will be introduced, and practical teaching ideas will also be shared and demonstrated. Active participation anticipated.

Idiomatic expressions formed with prepositions in, at, and on can be notoriously difficult to master because their meaning is hard to predict. However, using corpora as a tool, ESL teachers can prepare students for the most difficult idiomatic challenges by examining and identifying the contextual patterns in which these idioms appear. Students will thus be able to develop an intuitive understanding of the idiomatic use of the language structures. The presenters will first briefly introduce the concept of corpus-based grammar research, addressing who would benefit most from such research and how to find the most helpful results. The presenters will then give a quick overview of the research methodology used for the grammar question in point, namely, the use of the troublesome prepositions in, at and on in the formation of common idiomatic expressions. In light of the corpus results, the most frequent idiomatic expressions from both formal and informal contexts will then be reviewed, with particular attention directed to idioms that frequent both categories. Practical teaching suggestions for the idioms reviewed will be offered and demonstrated. Active audience participation anticipated.

Stephanie Wright is an EFL teacher with experience in China and Korea. Presently home in Canada, she is completing her M.A. in TESOL through Biola University, while diligently studying Korean.



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