

Editorial

Raising Awareness, Providing Professional Development, and Sharing Expertise: Nine Years of the BC TEAL Journal

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Abstract

This editorial for the 2024 issue of the *BC TEAL Journal* reiterates BC TEAL's mission to raise awareness, provide professional development, and share expertise related to English as an additional language teaching and learning in British Columbia and the wider world. With a reminder of the journal's commitment to open access, the most read articles from all issues of the journal during the past year are shared with readers. An overview of the current issue is then provided to highlight topics related to general English for academic purposes, service learning, digital literacy, learners with refugee experiences, online learning, and materials development. This overview is followed by an invitation to contribute to the journal with citations, submissions, and peer reviews.

From the Editor

The end of this year marks the completion of the ninth issue of the *BC TEAL Journal*. Over the past nine years, the journal has promoted English as an additional language (EAL) teaching and learning research and scholarship as it relates to the various contexts and settings of members of the association of British Columbia teachers of English as an additional language (BC TEAL). These members can be found in K–12 classrooms, colleges, polytechnic institutes, universities, private language schools, adult education organizations, and more. What brings these members together is a mission to raise awareness, provide professional development, and share expertise related to EAL teaching and learning here in British Columbia and throughout the wider teaching English to speakers of other languages (TESOL) community (BC TEAL, 2024), something that is also reflected in the pages of this journal.

Key to BC TEAL's mission is a dedication to free and open access. Neither authors nor readers pay any fees. In addition, the journal thrives as a volunteer hub bringing together peer reviewers, editors, and authors to strengthen and polish journal submissions as they work their way towards publication. The result has been a range of articles that are widely read and cited not just in British Columbia, but across Canada and around the world. Over the past year, some of the most read topics have included writing centres (Simpson & Waye, 2016), trauma-informed teaching (Tweedie et al., 2017), decentring whiteness (Gerald, 2020), IELTS scores and academic success (Stigger, 2019), self-regulated learning (Penner et al., 2022), belongingness pedagogy (Finley, 2018), and teaching presentation skills (Martin, 2023).

The current issue continues this tradition of outstanding scholarship. The issue starts with an essay that sets out the benefits of taking a general approach to teaching English for academic purposes (EAP) in post-secondary settings, with the conclusion that the holistic understanding of

EAL in these programs is a key strength (Marshall, 2024). Next, Crossman et al. (2024) have taken a look at the combination of service learning, language instruction, cultural humility, and intercultural communication for adult EAL learners who are newcomers to Canada. In their research study, they found service learning can be beneficial in a number of ways. That finding is followed by an article outlining six well-received digital literacy lessons to help secondary EAL students think critically about online information while developing their English language skills (McDonough et al., 2024). Returning to the context of adult education, the next article is an essay exploring how adult learners with refugee experiences can benefit from the combination of care ethics and digital literacy to support EAL learning, student identity, and overall well-being (Baslee, 2024). Fifth, Landry (2024) has presented his findings related to the use of online learning to support intercultural learning outcomes in an EAP program. In his article, Landry has identified the relationship between online platforms and intercultural outcomes, particularly as they relate to student reflections, module activities, interaction, intercultural skills, and task management. Finally, Scott (2024) has developed a set of ten principles for English language teaching materials development. In his research study, open educational resources developed according to a set of principles can result in improved listening skills, autonomy, interactions, speaking skills, motivation, video learning, cognitive skills, and relevance.

With articles connecting to general EAP, service learning, digital literacy, learners with refugee experiences, online learning, and materials development, the 2024 issue of the *BC TEAL Journal* helps to raise readers' awareness of these varied and important topics. The publication of these articles has also been a valuable source of professional development for the readers, authors, peer reviewers, and editors of this issue. As work now begins on the next issue of the journal, readers are invited to make the journal part of their own ongoing professional development by reading the journal's articles, citing them in their work, putting together a submission, and volunteering as a peer reviewer.

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