"A Sharp Turn in Education". Towards a Post-Pandemic Pedagogy in Second Language Acquisition: Reflections from English as an Additional Language Teachers in British Columbia, Canada, after the COVID-19 Pandemic

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Table of Contents

Abstract

The COVID-19 Pandemic produced a seismic shift in education, affecting over 1.6 billion educators and students worldwide (UNESCO, 2021). This research focused on the experiences of eight EAL teachers at colleges in British Columbia, Canada, during the switch to emergency remote teaching (ERT) during the Pandemic from 2020 to 2021, aiming to answer the question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" Brookfield's (2017) four lenses of critical reflection were used to frame the research questionnaire and semi-structured interview questions. Braun and Clarke's (2019) reflexive thematic analysis (RTA) model was employed to analyze the datasets. The findings revealed how the pandemic accelerated a shift in EAL teachers' approaches to teaching, heightened their awareness of the need for educational equity, and underscored the necessity for ongoing professional development. Key teaching recommendations are proposed for EAL college classrooms post-pandemic, based on teachers' reflections and current literature. Accompanying this is a proposed definition of a Post-Pandemic Pedagogy of Second Language Acquisition for this dissertation.

Keywords: Teaching English and an Additional Language, Second Language Acquisition, COVID-19 Pandemic, Post-Pandemic Pedagogy, Scholarship of Teaching and Learning, Higher Education

List of Tables

List of Figures

List of Acronyms

CHENINE	**Collaboratory on Change, Engagement and Innovation in Education**
ERT	**Emergency Remote Teaching**
EAL	**English as an Additional Language**
TEAL	**Teaching English as an Additional Language**
SLA	**Second Language Acquisition**
UDL	**Universal Design for Learning**
EAP	**English for Academic Purposes**
LINC	**Language Instruction for Newcomers to Canada**
PHO	**Public Health Officer**
COVID-19	**Severe Acute Respiratory Syndrome Coronavirus 2 SARS-COV-2**
IELTS	**International English Language Testing System**
DLAC	**Digital Learning Advisory Committee**
RTA	**Reflexive Thematic Analysis**
LMS	**Learning Management System**

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Author's Declaration

"I declare that, except where explicit reference is made to the contribution of others, that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution."

Signature:

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Chapter 1: Introduction

1.1 Introduction:

> “When we emerge, our challenge will be to not proceed exactly as before, but to reflect deeply on what we have experienced, and take a sharp turn in education and society for the better” (Hargreaves, 2020, para. 29)."

Written during the height of the COVID-19 pandemic in 2020, Hargreaves' (2020) quote issued a call to action for educators to utilize the lessons learned from the pandemic to inform their practice once the pandemic has ended. It would be another three years until the World Health Organization declared the pandemic over in March 2023 (United Nations, 2023). Now that we have emerged, the opportunity to reflect deeply is available and has formed the basis of this dissertation. Deep reflection has also informed the construction and analysis of the research, utilizing Braun and Clarke's (2019) reflexive thematic analysis (RTA) and Brookfield's (2017) four lenses of critical reflection. RTA and the four lenses of critical reflection provided frameworks for me to determine whether this "sharp turn in education" has improved the quality of education. More specifically, the teachers’ reflections presented in this dissertation focus on the post-pandemic landscape of second language acquisition research (SLA) and offer suggestions for English as an additional language (EAL) teachers to approach their practice with new findings that can inform their pedagogic praxis.

Heeding Hargreaves's (2020) call to focus on how the pandemic can improve education and society, I studied the reflections of eight EAL teachers at colleges in British Columbia, Canada. Overall, the findings presented in this dissertation show that the teachers reflected on how their experiences could help create more equitable conditions for EAL teaching and

learning. Their resilience will be demonstrated by providing examples of how the teachers adapted to a complex situation and how they have changed as educators. I, too, will reflect on my experience teaching during the pandemic and how this changed me as an educator.

Furthermore, I will critically reflect on my position as a researcher and comment on how the interaction between the participants and me created a dynamic specific to this research focus. Cumulatively, these reflections will address the research question of this dissertation, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?"

This introductory chapter will be divided into six sections, starting with the overall dissertation introduction above. The following sections will include the context, the rationale, my professional connection, the purpose and vision of the study, and an overview of the chapters. Each section will elaborate on the background of the research undertaken and offer insight into how this research will contribute to the study of second language acquisition (SLA) pedagogy. Second Language Acquisition (SLA) is an established field of applied linguistics that studies:

> "(a) processes by which school-aged children, adolescents, and adults learn and use, at any point in life, an additional language, including second, foreign, indigenous, minority, or heritage languages, (b) to explain the linguistic processes and outcomes of such learning, and (c) to characterize the linguistic and nonlinguistic forces that create and shape both the processes and the outcomes" (The Douglas Fir Group, 2016, p.19).

SLA will be used throughout this dissertation. However, Anderson (2022) argues that the Douglas Fir Group's (2016) definition of SLA is at odds with the multilingualism espoused by its

members. Anderson (2022) promotes the alternatives of additional language learning (ALL) or additional language development (ALD), as they are more accurate representations of the language learners' backgrounds. I acknowledge this distinction, but I will continue to use SLA for this dissertation, as it was the dominant term I leveraged in developing the literature review in Chapter 2. To help map the arc of language teaching and learning from the early twentieth century to 2020, I will use the historically given term. However, post-pandemic, there is an opportunity to redefine this term, and I will offer my thoughts in the Conclusions Chapter.

In the next section, I will establish the context of this research by detailing EAL programs in colleges in British Columbia. I will then recount the impact of pandemic restrictions on these programs and conclude with a summary of provincial policy recommendations stemming from this crisis.

1.2 Context:

1.2.1 EAL Programs in Public Post-Secondary Colleges in British Columbia, Canada:

British Columbia is the westernmost province in Canada. It stretches from the Rocky Mountains in the east to the Pacific Ocean in the West. A massive and diverse province, B.C. has two time zones and terrain ranging from arid deserts in the South Okanagan region to rainforests on Vancouver Island. Also, British Columbia is home to 204 First Nations communities, while 50% of Canada's First Peoples' languages are spoken in the province (First Peoples' Cultural Council, n.d.). As of 2024, the province's population is 5,646,467, with 40,271 net migrants coming from countries outside of Canada (BC Stats, 2024). Importantly, for the context of this dissertation, the net migrant population consists mainly of NPR (or non-permanent residents), many of whom need language instruction for employment, immigration, or further education.

There are 25 publicly funded post-secondary institutions in British Columbia

(Government of British Columbia, n.d.). These include three institutes, 11 colleges and 11 universities (EducationPlannerBC, n.d.). This research will focus on publicly funded colleges (with one participant teaching at a college within a research-intensive university). The locations of colleges are dispersed around the province, situated in rural and urban areas. For the research in this dissertation, the eight participants came from the Lower Mainland (urban), the Okanagan Region (semi-urban), and the West Kootenay Region (rural). Although the participants lived and taught in different environments, all college teachers received the same provincial COVID-19 health orders. The COVID-19 health mandates were applied to all teachers and faculty working within public post-secondary institutions.

Funding for provincial post-secondary institutions is provided by the federal government. However, it is up to each provincial ministry (in this case, the B.C. Ministry of Post-Secondary Education and Future Skills) to allocate the funding to the 11 post-secondary colleges. One challenge that public education has historically faced is the decline in federal funding for education. This has been noted by Fisher et al. (2007), who stated that federal transfers of post-secondary education funding to the provinces have been in steady decline since the early 1990s when the then-Liberal government cut funding for health care, post-secondary education and income assistance by $14 billion (p. 46). The effects of the policy led to numerous financial challenges for colleges and universities in British Columbia, prompting them to seek ways to address these shortcomings. To compensate for the shortfall, post-secondary institutions in Canada have focused on recruiting international students (Buckner et al., 2020). This move towards recruiting international students, who pay three times more tuition fees than domestic students and may need to meet additional language requirements, was marketed under the banner of internationalization. Garson (2023) argues that the moves the Canadian colleges and

universities made by adopting internationalization policies may have been worded as beneficial for society or academics, but in reality, they were rooted in neoliberal economics and are now focused exclusively on economic factors and generating revenue. Johnston (2024) writes, "In 2022 alone, international students contributed $30.9 billion to Canada's economy and supported 360,000 jobs" (para. 13).

The economic context of the Canadian post-secondary sector, as it relates to this dissertation, has several implications. Firstly, since colleges in British Columbia now rely on international student tuition, language requirements from exams such as the International English Language Testing System (IELTS) have fed into the growth of English for Academic Purposes (EAP) programs across the province. If a student does not meet the language requirements for an academic program's discipline of study, they may need to attend EAP classes to meet the requirements for entering a desired program (for example, see the EAP Certificate Program at Camosun College, n.d.). These EAP students constitute one group of language learners taught by the teachers who participated in this dissertation. The second group of EAL learners taught by the teachers in this research took college courses for immigration, employment, or establishing community connections. These students enrolled in Language Instruction for Newcomers to Canada (LINC) courses at colleges like Vancouver Community College (VCC, n.d.). Although these courses are free, the increase in immigrants studying English in British Columbia and Canada reflects an overall immigration strategy aimed at attracting skilled labour into designated areas of need, such as agriculture, technology, and healthcare (Bhuyan et al., 2017). A critique of this policy suggests that recently arrived immigrants are often placed into low-paying jobs, thereby further enabling a neoliberal economic model (Bhuyan et al., 2017). The increase of both EAP and LINC students in BC colleges indicates a response to federal and provincial educational

policies. In 2013, the then Conservative M.P. Minister of Citizenship, Immigration, and Multiculturalism, Jason Kenney, stated, "Just as many of Canada's original entrepreneurs were immigrants, recruiting bright and innovative entrepreneurs from around the world will help Canada retain our global competitive edge" (Immigration, Refugees and Citizenship Canada, 2013, para. 9).

The teachers who participated in this dissertation taught EAP and LINC students during the COVID-19 pandemic from 2020-2022. Although they will both be referred to as English as an additional language (EAL) learners in the dissertation, it is essential to note the distinction between these two student groups, as they experienced different situations during the pandemic. For instance, the LINC students generally had work and family commitments during the switch to emergency remote teaching (ERT). Furthermore, they were in Canada. However, due to travel restrictions, many EAP students had to study remotely from their home countries (McQuarrie, 2021). This caused challenges for teachers teaching synchronously (in real-time) with students in Asia and Africa. Teacher I8 recounted: *I had students across like 13-hour time zones. Yeah, well, which was crazy*. *It's wild to think about this, you know*. Although the geographical location of the students may have differed, each teacher had to adapt to emergency remote teaching and figure out how to work in this "unique pedagogical period" (Groen et al., 2024, p.24). The research that informed this dissertation aimed to discover the pedagogic strategies they adopted and whether they would continue to use them post-pandemic.

1.2.2 COVID-19 Pandemic and Colleges in British Columbia:

The SARS-COV-2 virus (henceforth COVID-19) was first identified in Wuhan, China, in late 2019. It would only take three months for the World Health Organization to declare a

pandemic on March 11, 2020 (WHO, 2020). What ensued was an unprecedented global response to a seismic shift in how we lived our lives. Regarding education, Reuge et al. (2021, p.1) write, "At the peak of the crisis, 90 percent of learners worldwide had had their education disrupted." Schools and post-secondary institutions were closed while teachers quickly adapted to this new reality. The profound impact of COVID-19 on post-secondary education continues to be studied (MacNeil & Beetham, 2023; Hobbins et al., 2024; Mottiar et al., 2024; Wuetherick et al., 2024). This dissertation will contribute to this research by examining the impact of COVID-19 on EAL teachers working in colleges in British Columbia, Canada.

Each province in Canada is responsible for its own healthcare and education systems. The response to COVID-19 was spearheaded by the provincial public health authority and led by B.C.'s Public Health Officer (PHO). The decisions made by the public health officer informed B.C.'s pandemic response, with the Premier playing a limited role. In early 2020, the British Columbia PHO, alongside the Minister of Health, began communiqués with the public about the impending spread of the disease, leading to an announcement on March 17, 2020, to "temporarily suspend in-class instruction" (De Faye et al., 2022, p. 28). This temporary suspension remained in place until the emergency measures were lifted on July 1, 2021 (De Faye et al., 2022). However, the rise of the Omicron variant in late 2021 and early 2022 led many post-secondary institutions to return to online delivery (UBC, 2022).

The Ministry of Education (which covers K-12 elementary and secondary schools) recommended home-schooling options to ensure the "continuity of learning" (Ministry of Education, 2020). This entailed using videoconferencing software so students (and parents) could remain connected (MacDonald & Hill, 2021). The Ministry of Post-Secondary Skills and Training (which covers universities and colleges) soon followed suit (McQuarrie, 2021).

Between 2020 and 2022, the policies promoted by the two education ministries followed the directives of the Public Health Officer. However, as noted throughout this dissertation, teaching during this crisis period will be referred to as emergency remote teaching (ERT) and not online teaching. This distinction is important as it has implications for the research findings and reflections of the participating teachers. This differentiation will be explored further in Chapter 2. The impact of emergency remote teaching in the post-secondary sector in British Columbia also led to policy recommendations, which will be presented in Chapter 5.

In this next section, I will shift from the macro-level context of this dissertation to a more personalized account of why I chose to answer my research question. I will present my rationale for selecting this topic and describe how my professional context influenced my decision to engage in this research. My professional context was not always enjoyable (especially during a global pandemic), and recurring frustrations fed into my curiosity and willingness to investigate a pivotal time in the history of education. I will recount these difficulties and illustrate how they motivated me to process the time we were all living and working through. To aid me in this work, I relied on Brookfield's (2017) four lenses of critical reflection to provide a framework for considering how I could learn from these challenges. I will present these four lenses in Chapter 2. Furthermore, Brookfield's (2017) framework helped me create the questionnaires and semi-structured interviews that I will discuss in Chapters 2 and 3.

1.3 Rationale:

As mentioned above, the COVID-19 pandemic was particularly challenging for many educators, including myself. In early March 2020, I attended in-person coursework with my doctoral education classmates in Glasgow, Scotland. Since we had arrived from different parts of the world, we were able to provide updates on the new virus that was seemingly becoming more

serious day by day. However, we did not know this would be the last time we would physically see each other. While I flew back to Canada and made my way through airports, I began to realize the severity of the situation we were going into. I had not yet connected the rise of this virus and how it would impact the class I was teaching at the time.

I taught an Intercultural Communications class with international students, mostly from India, the Philippines, and Vietnam. My professional background was teaching English as an additional language (EAL) in Canada and South Korea, so I was comfortable teaching students from different cultures. I enjoyed helping them navigate the complexities of living in Canada. When the first teaching "suspension" began on March 17th, 2020, I had to quickly move online through Zoom (something I had never used before but now use every day) and teach my class. This was my first experience working in an emergency remote teaching (ERT) situation. At first, the students were calm, but they experienced heightened anxiety about being separated from their friends and family in their home countries. This was my first experience in dealing with the mental health challenges of isolation and loneliness. Issues of inequity were also evident, including the lack of personal PCs, reliance on phones, inadequate living arrangements, marginal working conditions, and poor Wi-Fi. My experience in March and April 2020 laid the foundation for my desire to research how this pandemic would and could change education. My EdD program coordinator supported this idea, and the rationale for the research question "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" began solidifying.

1.4 Research Question:

The formulation of the research question grew from a curiosity about how the teachers' experiences (although potentially traumatic) could help inform the future of EAL pedagogic practice in colleges. This dissertation aims to be a resource for college EAL teachers and SLA researchers in B.C. and other regions since the recommendations also consider potential crises, including future pandemics or environmental disasters, which could impede in-person delivery. Furthermore, this dissertation also has implications for post-secondary policymakers in B.C., who can recount the real stories of teachers in colleges to help frame post-pandemic strategies. The research question was chosen since it could best reach these aims.

At this point, I would like to focus on the wording within the question to help frame its development. Beginning with the hedging statement "if at all" in parentheses, I was encouraged by my program coordinator to include this, with the idea that some teachers may not have had their teaching practice impacted by the pandemic. This was a useful and prudent addition to the question, as it allowed me to gauge whether their pedagogic practice had shifted and whether the teachers had adopted any new strategies. The questions used in the questionnaire and semi-structured interviews (presented in Chapter 4) enabled me to assess whether a change had occurred by analyzing the responses from the data. Also, I could be mindful of this hedging statement as the semi-structured interviews transpired. I could look for clues within the participant responses and follow up on their responses if an impact had been mentioned.

The second word in the research question worth mentioning is "impacted." "Impact" implies that a more significant alteration to one's teaching practice could have occurred. This word was chosen to signify how the pandemic lockdowns and ERT potentially transformed the teachers' teaching strategies in ways that were not seen pre-pandemic. It was hoped that

"impacted" could also elicit more nuanced replies to the research questions than "changed." The responses from the teachers could indicate this.

The final word to point out in the research question is British Columbia. Although the college where I currently work is in the West Kootenay region of the province, documenting the stories from around the province garnered a more comprehensive scan of experiences. This focus on the province (rather than the region) was justified because all colleges were under the same health orders. Furthermore, the student demographics were similar in each region. My research question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" was designed to be an effective tool to frame my dissertation. In this next section, I will elaborate on how my professional context further influenced the impetus behind the research undertaken in this dissertation.

1.5 Professional Connection:

There are three areas of my career I will expand on in this section of the introduction: my career as an EAL teacher, my role as an educational policy committee chair, and my current position as an educational developer at the Teaching and Learning Centre where I currently work. As I mention each of these roles, I will elaborate on how these positions led me to investigate my research topic. Although each role has its specific requirements, they are woven together by a curiosity to explore the potential for teaching and researching the optimal conditions for student learning. The COVID-19 pandemic was difficult for me personally. As the teachers who participated in this dissertation will share in Chapter 4, I experienced isolation and immense challenges when I switched to ERT. However, this sharp turn in education allowed me to reflect deeply on what I was doing and how I could learn from this situation. As I analyzed the

data from the teachers' responses in Chapter 4, I was encouraged to find that others shared similar sentiments.

Brookfield's (2017) four lenses of critical reflection provided me with a framework to set my research question and focus, as well as a critical structure to reflect on my own experiences. I will explain these lenses in detail in Chapter 3. However, for this introduction, I will mention that they include the literature lens, the student lens, the college lens, and the autobiographical lens. Now, I will use this section to consider how my autobiographical lens informed the genesis of this dissertation. However, before I write on that, I must clarify how this reflection will be "critical."

Brookfield (2009) argues that conflating "reflection" with "critical reflection" diffuses the criticality required to actively address issues of power imbalances, neoliberal ideology, white supremacy, and patriarchy that exist in education. Simply mentioning that I will reflect on my career and the impact of the COVID-19 pandemic on my profession and research focus may prevent a more fulsome account of my educational experiences. Critical reflection offers a deeper analysis that examines aspects of education that may not be immediately apparent.

Hegemonic assumptions occur daily as educators and require further questioning (Brookfield, 2009, 2017). Examples of these assumptions include the notion that teaching STEM subjects (Science, Technology, Engineering, and Math) will lead to students securing lucrative jobs, whereas teaching the humanities (Philosophy, History, and Art) will not (see Nussbaum, 2016). These assumptions become unconscious, self-fulfilling prophecies unless critically questioned.

The following three subsections will critically examine my autobiographical lens. I will examine my roles within their educational contexts, locate them within the pandemic years of

2020-2023, and explain how they contributed to my motivation to research this topic. However, it is only now, in a post-pandemic environment, that I can critically reflect on these experiences and articulate what I felt but had little time to express.

1.5.1 Experience as an EAL and Intercultural Communications Teacher:

I taught English as an Additional Language for nearly twenty years, having started my career in South Korea. After 10 years in Korea, I returned to Canada and taught EAL in two colleges in the southern interior of British Columbia. I developed a network of EAL teachers throughout the province and remained up-to-date on the latest language teaching events and trends happening throughout the province. As mentioned above, I was teaching an intercultural communications class in early 2020 (as the pandemic was breaking out). Although not an EAL class, I drew on my years of teaching students from diverse countries to teach this class, which was mainly comprised of international students. As I connected with my former EAL colleagues, I was intrigued by the pedagogic approaches they adopted while teaching online. They told me how they worked during the ERT switch and what they were learning. This is when I first considered developing a research question to explore what EAL teachers were doing during the COVID-19 pandemic and what new pedagogical practices they may have acquired.

As a teacher physically removed from the classroom and college where I worked, I noticed an interesting phenomenon. As I removed quizzes and tests to incorporate more collaborative assignments, I noticed that the students responded positively to these changes. However, this freedom was short-lived as reporting on grades became more controlled. Although the early days of the pandemic gave me a taste of equitable teaching practices, the hegemonic practices of competition, as seen in test-taking and comparison, did not dissipate. This is despite

the administrators ' instructions to be kind to the students. This experience fueled my desire to research the topic further that I presented in my dissertation.

1.5.2 Experience as Policy Review Committee Chair:

In September 2020, as we were still working online, I was asked to chair the policy review committee at my college to update educational policies, given that the provincial government continued to change health measures. One gap I noticed was the reliance of educational policies on face-to-face instruction. The realities of the new educational landscape did not correspond with existing policies. As we worked through these policy changes, I considered the disconnect between how we were currently teaching and what was presented in existing policies. Rather than using the pandemic to re-evaluate educational practices such as assessment and grading, existing policies continued to operate and were not questioned. This was a noticeable example of uncovering hegemonic assumptions that lay hidden and accepted (Brookfield, 2017). This experience also informed my wish to investigate the changes I knew were happening, regardless of educational policy.

1.5.3 Experience as an Educational Developer:

I began my current role as an educational developer in the teaching and learning center at the college where I currently work in 2022. One by-product of the pandemic was the growth of educational developers and teaching and learning centres across North America, since there was a need for experts in teaching practices (Muscanell, 2024). My current role does not focus solely on language instruction as it did before. Teaching and learning centres and educational developers aim to assist teachers from many different disciplines with best practices in teaching

to help provide their students with better learning opportunities. As an educational developer, I was introduced to universal design for learning theory (UDL). I will expand on UDL throughout this dissertation. I was curious to see if elements of it emerged throughout the pandemic and if any practices remained post-pandemic. This fed into my desire to continue researching the question I developed for this dissertation. My aim is that the findings from this dissertation will have broader implications for the scholarship of teaching and learning (SoTL) and are not limited to SLA studies. My goal was to add the findings from the dissertation to inform both second language acquisition research and SoTL.

To conclude this section, my professional context as a teacher, policy analyst, and educational developer has led me to this dissertation. Brookfield's (2017) four lenses of critical reflection gave the participants and me a structure to critically analyze what happened early in this decade and provided a framework to conduct my research (see Chapter 3). According to Brookfield, the autobiographical lens is "the lens that gets the least respect" (2017, p. 69). This is because personal reflection in academia has traditionally been dismissed in favour of the aforementioned positivist, quantifiable data. However, I argue that personal reflection not only constitutes sound research (see the autoethnographic work by Dauphinee, 2010), but it may become even more important as research on artificial intelligence ethics calls quantifiable, positivist research into question (John-Mathews, 2022). This dissertation is not autoethnographic, but by applying Brookfield's (2017) four lenses to my research, I have considered how my experiences have informed my research and how I should critique them. One such example rests on the assumption that every EAL teacher experienced the pandemic similarly. As the dissertation will show, most teachers struggled with technological changes, but others managed quite well. My assumptions about teaching EAL during the pandemic were

challenged, as the teachers' experiences did not uniformly align with my own. The aim of critical reflection is to question assumptions, and I employed Brookfield's (2017) four lenses to challenge my presuppositions.

My professional context inspired me to investigate the research question for this dissertation: "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" The three roles I mentioned above provided ample motivation to answer this question. Linking my professional context to my research was pivotal in maintaining my curiosity throughout the process as I studied the research question through the lenses of an EAL teacher, an educational policy committee chair, and an educational developer. At this point, I will delve further into the purpose and vision of the study, as well as how it informed my research.

1.6 Purpose and Vision of the Study:

The COVID-19 Pandemic profoundly impacted education, exposing inequities centred around access issues and affecting minority groups unequally (Gillis & Krull, 2020; Jack, 2020; Darby, 2020; Ladson-Billings, 2021). Some of these minority groups included EAL learners who were landed immigrants (El-Metoui & Brown, 2021). In British Columbia, Canada, the EAL teachers instructing the LINC or recently landed immigrant and refugee students mentioned how difficult it was for their students to balance their work, families, and language classes. Most recently arrived immigrants (and international students) bore the brunt of working on the front lines of the pandemic as essential workers while also experiencing xenophobia (Lamb et al., 2022). This, coupled with the difficulties associated with poor digital literacy skills, led the teachers in this research to identify the challenges of access to learning.

The purpose of this dissertation is to disseminate the stories of College EAL teachers working in British Columbia colleges during the COVID-19 pandemic and share how their experiences reflected changes to their pedagogic practice. The vision for the research findings is to bolster a post-pandemic EAL environment in British Columbia. It takes the lessons of a global pandemic, leverages them for equity and accessibility in college education, advances innovation in pedagogic practice, and promotes further SLA research.

1.7 Chapters Overview:

In this final section of the introduction, I will preview the structure of each remaining chapter in this dissertation. I will explain how each chapter is organized and summarize its content and contribution to answering the research question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" There are four remaining chapters: the Literature Review (Chapter 2), the Methodology (Chapter 3), the Discussion of Findings (Chapter 4), and the Conclusions (Chapter 5).

Chapter 2 reviews the relevant literature to the study, enabling the reader to understand the background and research issues. The first half of the chapter outlines the history of second language acquisition theories from the beginning of the twentieth century to the pandemic years of 2020-2022, categorizing theoretical streams into individual, emergentist, and combination categories. The second half of the chapter provides current literature on pandemic and post-pandemic pedagogy. The literature provided in this chapter helps to address the research question by identifying how the teacher participants adopted or adapted unique theoretical and pedagogic practices.

Chapter 3 is the methodology chapter. The paradigmatic positions concerning the research are discussed. The middle sections describe the ethics review process and the recruitment of participants. I then mention the methods I employed (questionnaires and semi-structured interviews) and the tools I used to collect and process the data (Zoom). The data analysis and transcription are presented, along with a discussion of potential limitations. This chapter represents how my dissertation question was formulated and how the research was conducted.

In Chapter 4, I present the findings from the teacher questionnaires and interviews. The chapter is divided into themes derived from the coding and theming process, utilizing Braun and Clarke's (2019) reflexive thematic analysis method. Aside from being a standalone chapter, the discussion of the findings will be interspersed alongside each theme and sub-theme as they are given. The chapter concludes with a summary of the findings and how they have answered my research question.

Chapter 5 is the Conclusions chapter, where the findings are discussed, limitations are noted, future plans are outlined, and recommendations are presented. I will also map out how the information gleaned from this dissertation will be disseminated and what I have learned. To conclude, I will propose future directions for research and revisit my answer to the research question.

The next chapter will be the literature review, where I present relevant literature related to the research question and identify gaps in the existing research. By presenting the history of SLA theories and research up to (and after) the COVID-19 Pandemic, Chapter 2 will provide the historical context for a post-pandemic pedagogy of SLA. By looking at the pre-existing theories and research, I will offer a definition of a post-pandemic pedagogy of SLA, which draws on

several theoretical frameworks over the past century. Rather than sticking to a singular dogmatic theoretical position to explain the pandemic shift in EAL teaching, I will show how different eras of SLA have something to offer my proposed definition.

Chapter 2: Literature Review:

2.1 Introduction:

The research undertaken in this dissertation aimed to identify any changes, if any, that the TEAL instructors at community colleges in British Columbia, Canada, made to their teaching practices during the COVID-19 pandemic and to understand the reasons behind these changes. I positioned the research to explore any possible shifts in pedagogy within their practice to discover how the "sharp turn in education" could potentially help community college instructors reflect on their current practice and inform a future Post-Pandemic Pedagogy of SLA work in the field of applied linguistics (Hargreaves, 2020, para. 29; Valenzano III, 2021; MacNeil & Beetham, 2022).

This chapter will offer a broad historical-critical review of second language acquisition theories. These theories will explain the changes in theoretical outlook undertaken to identify if the pandemic triggered a distinct era in SLA and link them to the pedagogic strategies the teacher participants employed. As Johnson states:

> As perhaps in all areas of human knowledge, in the field of applied linguistics, nothing ever happens in a vacuum. New ideas do not just spring out of thin air: they often come out of old ideas, and from ideas in other areas of knowledge (2001, p.38).

This literature review will focus on theories and the research literature on Second Language Acquisition (SLA) as they pertain to the experiences of college Teaching English as an Additional Language (TEAL) instructors at community colleges in British Columbia, Canada,

during the COVID-19 pandemic. According to a UNESCO report in 2021, “The United Nations estimates over 1.6 billion learners in more than 190 countries were displaced from traditional classrooms due to COVID-19” (para. 1). This change created a situation that forced many professors, teachers, and instructors to use different modes of instruction (for example, Zoom, Teams, Skype, LMS) to teach their classes. The research areas of SLA presented in this literature review will provide the relevant information needed to discern what comprises a post-pandemic environment for teaching English as an additional language.

2.2 Structure of Literature Review:

This literature review will be divided into two parts. The first part will be an overview of key theories on SLA adhering to a historical timeline. Mitchell and Myles state, “In order to understand current developments in second language learning research, it is helpful to retrace its recent history” (2004, p. 29). It is essential to address these theories, as they will serve as a reference point as I examine the pandemic and post-pandemic research literature. The second part will focus on the current Pandemic and Post-Pandemic Pedagogy literature. Post-pandemic pedagogy is a relatively new term that lacks a unified definition. Pandemic Pedagogy has been given multiple definitions as a theory and term, which I will explore to clarify its relationship to SLA. After drawing on the most recent literature, I will offer my definition of the term (for the sole purpose of this dissertation) regarding SLA in the research context.

2.3 SLA Theories — An Overview:

2.3.1 Introduction:

The SLA theories presented in this part are not delineated from one another. There is an overlap between the theoretical categories. Below, I will provide a brief overview of each theoretical category, including key theorists and associated instructional teaching strategies.

However, as Atkinson (2011) reminds us, “Any single perspective on something as complex as SLA, no matter how revealing, can describe only a small part of the overall phenomenon, so it is crucial for different approaches to interact directly” (p.159). The literature on SLA theory to which I will refer emanates from three theoretical categories: Individual, Emergentist, and Combination (Fig.4).

2.3.2 The Individual Category:

The Individual category can be best explained by the theory that language learning occurs in our minds. Stemming from Descartes's assertion, “I think therefore I am,” we can see the origins of this theoretical stance within the Enlightenment. This period of (Western) thought shifted the focus of knowledge acquisition from external factors (i.e., God) to a more internal and autonomous capacity to think and learn. Sandel (2009) wrote on this shift by citing Kant: “To act freely, according to Kant, is to act autonomously. And to act autonomously is to act according to a law I give myself- not according to the dictates of nature or social convention” (Sandel, 2009, p.109). The concept that knowledge acquisition could be created and located within our minds profoundly impacted theories of learning, which bridged the nineteenth and twentieth centuries. We can see the influence of this focus on the individual within the works of the behaviourist thinkers of the twentieth century.

The Individual category is divided into two positions (see Fig. 1). Behaviourism theory will be addressed first by identifying the key theorists and outlining the distinguishing features of this position. I will then demonstrate how the Innatist/Cognitive position critiques the behaviourist theory and sets the stage for the influence of Noam Chomsky and Stephen Krashen on language acquisition theory.

Figure 1: Individual Theoretical Category

1) Individual

Behaviourism

Innatist/Cognitivism

2.3.2.1 Behaviourism:

The behaviourist theoretical school of psychology originated from the work of Watson (1924) and was developed by Skinner (1957), Brooks (1960), Rivers (1964), and Lado (1964). The primary theoretical assertion of these authors is that human learning develops from the stimulus-response hypothesis. Skinner (1957), for example, claimed that repeated input over time would eventually shape acquisition. In other words, practice makes perfect. Habit formation is believed to be cultivated by a recurrent stimulus maintained until it is learned and internalized.

Regarding language, the behaviourist school asserts that the first language learned from infancy is acquired through repetition and trial-and-error learning when placed in certain situations (Lightbrown & Spada, 1999; Harmer, 2001). Positive communicative exchanges reinforce habit formation (Mitchell & Myles, 2004). Brown (2001) refers to this as the "M&M theory," in which a learner is rewarded with candy for producing an accurate utterance. Behaviourism has spawned numerous instructional strategies, many of which remain in use today. These include the audio-lingual method ("listen and repeat") and substitution drills (Johnson, 2001; Fromkin et al., 2003). Behaviourists argue that imitation of language and habit formation creates a pathway for language educators to teach their learners (Brooks, 1960). As Lightbrown and Spada (1999) assert, "The behaviourist view of how language is learned has an intuitive appeal" (p. 9). Furthermore, a behaviourist asserts that challenges in learning a second

language stem from differences in the learner's first language (Lado, 1957). Lightbrown and Spada (1999) refer to this as the Contrastive Analysis Hypothesis (CAH).

Having a student repeat the words (in their exact form) back to a teacher can provide instant feedback for both the learner and educator. Dakin (1973) further proposed that language learning (and therefore language teaching) consists of "a spirally evolving process of presentation, practice and testing" (p.6). This approach had implications for the emergence of Error Analysis (EA) spearheaded by Richards (1971, 1974), who began to question the tenets of behaviourism since errors produced by language learners often seemed to have no clear explanation.

Although largely contested by cognitive theorists such as Chomsky (1957, 1959) and sociocultural linguists like Lantolf and Thorne (2006), the residue of the behaviourist school of thought can still be seen within the language classroom (Al Bloushi, 2024). As I asked the participants the interview questions, I was mindful that although the behaviourist theory of SLA has been debated for quite some time, it could have feasibly re-emerged in an emergency remote teaching (ERT) situation. As physical classrooms switched to computer screens, I was curious to see if the instructors resorted to behaviourist models as a default for not being able to orchestrate a class with students interacting as they would in small groups in a face-to-face classroom, for instance

2.3.2.2 Innatist/Cognitivism:

Chomsky (1959) ushered in the Innatist/Cognitive era of SLA theory by contesting behaviourism through a critique of Skinner's (1957) work. He argued that humans are too creative to be reduced to lab rats. His Universal Grammar (UG) theory (Chomsky, 1957) is based on the theory that we have an "innate" capacity for language acquisition. Mitchell and Myles

(2004, p.33) write, “Given a body of speech, children are programmed to discover its rules, and are guided in doing that by an innate knowledge.” Chomsky named this innate ability the Language Acquisition Device (LAD), which presupposes that grammatical structures are hardwired in our pre-pubescent brains. Pinker (1994) expands on this by stating that our brains contain “blueprints for grammatical rules” (p.43). Regarding language instruction, UG shifted the focus of learning from performance to competence (knowledge). In this case, teaching was informed by the notion that all students learn differently; therefore, explicit instruction of grammatical rules, as is practiced in behaviourist approaches, would not be particularly helpful (Schachter, 1988). However, according to the innatist position, focusing on lexis and vocabulary could benefit more than explicit instruction on grammar rules. Chomsky’s work coincided with a generation of cognitive theorists, including Bruner (1956), Corder (1967), Brown (1973), and Krashen (1985). Krashen’s work, in particular, has been immensely influential in SLA.

Krashen’s (1985) theory of second language acquisition is centred around five hypotheses: 1) The Acquisition-Learning Hypothesis, 2) The Monitor Hypothesis, 3) The Natural Order Hypothesis, 4) The Input Hypothesis, and 5) The Affective Filter Hypothesis:

1) The Acquisition-Learning Hypothesis stems from the cognitivist distinction between competence (acquisition) and performance (learning). In this case, acquisition occurs unconsciously, like a child learning a first language. Learning, however, is the conscious process of paying attention to rules. It is more intentional.
2) The Monitor-Learning Hypothesis postulates that a second language user uses the rules of a language (i.e. word order or pronunciation) to monitor performance.
3) The Natural Order Hypothesis suggests learning the target language in a “natural order.” Krashen writes, “We acquire the rules of language in a predictable order,

some rules tending to come early and others late" (1985, p.1). These rules do not typically follow the order of rules presented in language lessons.

4) The Input Hypothesis claims that learners can learn developmentally by being exposed to comprehensible input just beyond their current level of competence (i + 1)
5) The Affective Filter Hypothesis "captures the relationship between the affective variables and the process of second language acquisition by positing that [acquisition varies] with respect to the strength or level of [learners'] affective filters" (Krashen, 1982, p.31). These variables can include anxiety, poor attitudes, and low motivation.

The five hypotheses of second language acquisition proposed by Krashen have since been considered flawed due to their lack of empirical evidence (McLaughlin, 1987). However, the ideas behind the theories still have an enduring legacy (Wulf, 2021). The Affective Filter Hypothesis, for instance, may still have intuitive appeal since teachers have traditionally sought a theory to explain why students display differing levels of engagement in a class. There is the possibility that the teachers in this study viewed their students' level of engagement through the lens of affective filters being reduced or heightened by learning during a crisis, such as the COVID-19 pandemic.

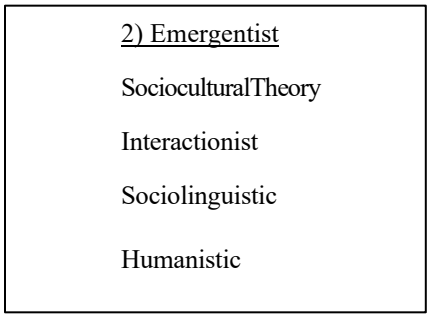
Cognitivist thinkers share the belief that the ability to learn a language is innately present in our minds. Many, like Chomsky, argue that there is an innate baseline for our capacity to acquire language, known as the Language Acquisition Device (LAD). Learning, however, is a conscious process that could be precipitated by interacting with others. This includes learning a second language. Teaching from the cognitivist position aims to trigger the embedded LAD. These are the defining characteristics of the Individual theoretical position.

One of the seminal debates in SLA theoretical research has been the longstanding division between the Individual (behaviourist/cognitive) and Emergentist camps. I will expand on the Emergentist position in the following section, highlighting the key thinkers and positions. Differentiating between these theoretical positions has practical applications for this dissertation, which aims to identify a post-pandemic theory of SLA through the accounts of teachers who taught EAL from 2020 to 2023.

2.3.3 The Emergentist Category:

I will discuss the second theoretical category of SLA, which posits that learners' capacity to acquire a second language is influenced by their interaction with their environment. This category will be divided into four positions: sociocultural theory (SCT), interactionist, sociolinguistic, and humanistic (see Fig. 2).

Figure 2: Emergentist Theoretical Category



2.3.3.1 Sociocultural Theory:

Whereas the behaviourist and cognitive positions postulate that our ability to acquire language learning is "there" in our minds and needs stimulation to be activated, the Emergentist position of SLA is "a general approach to cognition that stresses the interaction between organism and environment and that denies the existence of pre-determined, domain- specific

faculties or capacities" (Gregg, 2003, p.95). Gregg (2003) advances the repudiation of the Innatist theory by positing that learning requires interaction with one's environment. One interpretation of "interaction" is the concept of mediation seen in Vygotsky's (1978) Sociocultural Theory (SCT) and the Zone of Proximal Development (ZPD). The concept of mediation asserts that all human activity involves the interaction between the person and artifacts such as technology or language (Lantolf & Thorne, 2006).

Vygotsky's (1978) Zone of Proximal Development theory is premised on the notion that a learner benefits from interacting with a user whose proficiency is higher, whom Vygotsky calls the More Knowledgeable Other. The More Knowledgeable Other (MKO) is someone, such as a teacher or fellow learner, who mediates the learning to enable the learner to solve a problem, for example, in the field of SLA, a communicative endeavour in another language. Recently, research in early childhood education has suggested that the MKO could also be implemented as computer software (Gooch & Sane, 2011; Cicconi, 2014). Critical to the ZPD theory is that the learner is not passive or lacking agency. Instead, the learner's language acquisition is "co-constructed through activity with other people and artifacts in the environment" (Lantolf & Thorne, 2006, p.273).

The ZPD theory within EAL teaching has generated robust research literature (Poehner & Leontjev, 2023; Lantolf, 2024; Ohta, 2024). Philosophical pedagogical approaches and teaching strategies have emerged with the premise that learning is best achieved through "co-authorship" (Kozulin, 1998). The influence of mediation in SCT is evident in instructional strategies, including task-completion activities such as retelling a story, extensive group work to achieve a shared outcome, and Dynamic Assessment (Lantolf et al., 2015).

Dynamic assessment builds on the ZPD theory by re-visiting interactions with the MKO with the student to identify and specify where assistance may be needed, and "is active intervention by examiners and assessment of examinees' response to intervention" (Haywood & Lidz, 2006, p.1). The "dynamism" implicit in this theory refers to the teacher's ability to adjust their feedback to the learner, enabling the learner to build their competence through strategic support.

Undergirding these strategies is the concept of scaffolding, a steady and incremental building of language learning capacity through structured social interaction with supports built in to assist the learner. In this case, the teacher plays a central role in the learning process and will remove the scaffolding once mastery has been achieved and the learner moves to a new ZPD.

As Sociocultural theory and the Zone of Proximal Development have had a profound influence on the teaching strategies of EAL teachers (Lantolf & Thorne, 2006; Ohta, 2024), the questions of the semi-structured interviews cited in this dissertation aimed to elicit explicit (or tacit) examples of these theoretical influences and any changes in the teachers' practice during the pandemic. I was interested in identifying any shifts between the various theoretical standpoints.

2.3.3.2 Interactionist Theory:

Another interpretation of the concept of Emergentist interaction comes from Long's (1996) Interaction Hypothesis of SLA. The Interaction Hypothesis postulates that language learners require modified input (e.g. slowing down speech and using gestures) from more proficient speakers so that comprehension and learning may occur. Gass (2003) expanded on the Interaction Hypothesis by claiming, "Language learning is stimulated by communicative pressure" (p.224). Pica et al. (1987) contended that interactional adjustments such as rephrasing,

paraphrasing, and comprehension checking could be instructional strategies leveraged by EAL instructors employing an Interactionist approach. This approach also incorporates scaffolding elements, as more proficient speakers can gradually increase complexity as the learner's language skills develop.

Long's Interaction Hypothesis is akin to the sociocultural position in that it emphasizes one's social environment as the primary context for language learning. For Long, the critical requirement for learning another language is to have "input modification, [which]...provides learners with the linguistic raw material which they will process internally and invisibly" (Lightbown & Spada, 1999, p.44). Similar to the MKO position in SCT, Long's Interaction Hypothesis involves the engagement with an interlocutor to increase the language learner's development. This engagement can become increasingly more targeted to meet the learner's needs through negotiation around meaning (Mitchell & Myles, 2004)

2.3.3.3 Sociolinguistic Theory:

Sociolinguistic theory constitutes another aspect of the Emergentist position that stresses the social component of SLA. However, sociolinguistic theory does not stress the need for a classroom or a teacher to be present for learning. Although classroom learning is possible, sociolinguistics recognizes the supra-institutional aspects of second language acquisition. Norton (2000, 2010) has researched sociolinguistics by addressing the influence of gender, power, and identity. As Norton points out, "Those of us interested in identity and language learning are concerned not only about linguistic input and output in SLA, but also in the relationship between the language-learner and the larger social world" (p. 2). Norton's (2010) concept of investment outlines the extent to which a learner wishes to engage with not only the target language but the culture that that culture represents. This, in turn, directly impacts the learner's sense of identity.

This engagement (or disengagement) with the larger social world is paramount to sociocultural theorists such as Norton.

Norton's (2010) ideas on sociolinguistics are relevant to language teaching and learning in this dissertation because the students taught by the teachers in this research were generally mature (ranging in age from approximately 25 to 45). Their motivation for learning an additional language was for employment purposes, adapting to their new societies, or becoming a member of their communities of practice (Lave & Wenger, 1991; Wagner, 1998). Just as studying investment and motivation are essential factors in sociolinguistics, the concept of "non-participation" can be equally informative in recognizing why or why not learners choose to study an additional language (Norton, 2001). "Non-participation" becomes an avenue to explore why the teachers in this dissertation may (or may not have) changed their teaching practice.

2.3.3.4 Humanism:

The final Emergentist theory I will address is Humanism. Humanism is defined as "an approach based on the principle that the whole being, emotional and social, needs to be engaged in learning, not just the mind" (British Council, n.d., para.1). Gertrude Moskovitz initially explored humanism in her book "Caring and Sharing in the Foreign Language Class" (1978). In it, Moskovitz (1978) advocates for humanism as a driving pedagogic thrust for language teachers. Humanism has seven key principles:

1) Advancing the achievement of a student's full potential
2) Striving for personal as well as cognitive growth
3) Recognizing the important role of feelings
4) Understanding the significance of self-discovery for learning
5) Believing that humans want to actualize their potential

6) Recognizing the importance of healthy relationships with classmates
7) Acknowledging that important factors in motivation are learning about yourself and increasing self-esteem (Johnson, 2001, p. 188).

Although Humanism in SLA has had its share of criticism for its over-reliance on learner-centred methods such as "The Silent Way" (see Brown, 2001, pp. 28-29), the key ideas embedded within humanism may still be relevant in a post-pandemic pedagogy since issues of emotional well-being were brought to the forefront (MacIntyre et al., 2020). As the discussion in the findings chapter will show, the participants in this dissertation uniformly mentioned the need for healthy relationship building as a key to their lessons being practical. This will be explored further in Chapter 4.

Taken together, sociocultural theory, the Interaction Hypothesis, sociolinguistic theory, and Humanism challenge the behaviourist and cognitivist (Individual) positions by stressing the need for social collaboration to learn an additional language. The Emergentist position has offered an appealing avenue for language instructors, as it has created an array of instructional strategies that can move beyond the binary transactional teacher-student approach often seen in behaviourist practices. The four Emergentist theories mentioned here can generally be grouped under the pedagogic umbrella of Communicative Language Teaching (CLT) (Richards & Rogers, 1986; Harmer, 2001). CLT emphasizes interaction in the target language through pedagogic approaches such as group work and pair work (Thompson, 1996). Communicative Language Teaching can be influenced by both external and internal factors (as seen in sociolinguistic theory) and recognizes and highlights how more prominent societal factors, such as identity and power, are present in second language acquisition (Norton, 2000, 2010).

In response to the critiques launched by cognitivist theorists, Ortega (2011) asserts that SLA research should recognize the complexity and nuance of learning a second language. The cognitivist-emergentist dichotomy remained entrenched within differing SLA theoretical camps for decades, spanning from the 1980s to the 2000s. However, from the 2000s onwards, these demarcated lines began to blur. Theories that adopted both stances began to take hold. Also, new theories which rejected the ideologies within both positions (as in Postmethod Theory) grew. I will now address these most recent theories of Second Language Acquisition.

2.3.4 The Combination Category:

The third and final SLA theoretical category I am calling a "Combination" (see Fig. 3). It includes Sociocognitive SLA theory (Atkinson et al., 2007; Atkinson, 2011), Postmethod Pedagogy (Kumaravadivelu, 2001, 2003, 2006), Multilingualism (May, 2014, 2019; Blackledge & Creese, 2010), and Transdisciplinarity (The Douglas Fir Group, 2016; Larsen-Freeman, 2018, 2022). These approaches offer the potential for a rapprochement between the historically opposed camps mentioned above because they tend to acknowledge the Individual (behaviourist/cognitive) and Emergentist stances on second language acquisition without providing a delineating claim that one is "correct." As the name Postmethod implies, time may be suitable for moving beyond polarized positions and theories (Kumaravadivelu, 2001, 2003, 2006). I will address these theories to see whether the participants have adopted any of these positions as a result of teaching during the pandemic. Exploring the links between these theories will help answer the question posed in this research by drawing on definitions when the data is presented and analyzed.

Figure 3: Combination Theoretical Category

3) Combination

Sociocognitive

Postmethod

Multilingualism

Transdisciplinarity

2.3.4.1 Sociocognitive Theory:

Beginning with the sociocognitive SLA theory, the cognitivist stance that learning another language could be done in isolation, free of the outside world, is disputed by Atkinson and his colleagues (Atkinson, 2011). However, sociocognitivists claim there is still a place for a cognitivist perspective. Atkinson et al. (2007) attempted to connect the sociocultural world of language learning with advances in cognitive science. The sociocognitivist theory acknowledges that the cognitivist approach to SLA is one part of a more extensive, holistic process of learning that involves "mind-body-world activity" (Atkinson et al., 2007, p.169).

Bown and White's (2010) qualitative research studied 19 learners of Russian at a public university in the Midwestern United States, seeking to investigate how the students' emotions and feelings affected their ability to learn another language. Results were varied but validated the need to link the affective experience of learning to cognitive language acquisition. In this case, sociocognitive theory factors in how one's external learning environment impacts the mind's language learning potential. More specifically, if one has a positive feeling towards the teacher, material, and other classmates, the conditions for cognitive processing are primed.

Conversely, if negative feelings towards the learning environment exist, the act of

learning another language becomes mentally encumbered. We see historical precedents to these findings in Krashen's (1985) Affective Filter Hypothesis and McKroskey's (1977) Communication Apprehension theory. However, unlike Krashen's (1985) Affective Filter Hypothesis, which has been criticized mainly for lacking empirical evidence, Bown and White (2010) stress that the latest advancements in cognitive science support the view that emotion and cognition are inextricably linked (Spielmann & Radnofsky, 2001; Goetz et al., 2006; Harris et al., 2006).

The COVID-19 pandemic highlighted feelings of stress and anxiety for many language students and teachers (MacIntyre et al., 2020). Discussing these feelings sometimes became the focus of the lesson for teachers (Li & Sun, 2023). Sociocognitive theory can provide a framework for acknowledging that the precondition for learning an additional language is linked to the well-being of both teachers and students. The emergency remote teaching (ERT) environment brought on by the pandemic forced many EAL teachers to address emotions and language teaching directly. It is this aspect of a potential pedagogic shift that I aimed to explore when interviewing the participants in this dissertation.

Feeding into pedagogic practice, sociocognitive SLA theory offers a range of teaching strategies, as it can leverage approaches used in sociocultural and cognitivist-influenced tactics. Atkinson et al. (2007) introduced the concept of alignment. This is the development of a learner navigating between their environment and their mental processing. Implicit in this assertion is that since every learner's situation (environment) is different, their learning occurs differently. Alignment helps learners make sense of their external landscape and internal mind, creating an "integrated sociocognitive space" (Atkinson, 2011, p. 161). Regarding SLA, the concept of alignment creates a strategy for the teacher and learner to value any learning that can occur in the

classroom, but more importantly, can also happen outside the classroom. In this case, “real-life” contexts provide the desired platform for second language acquisition.

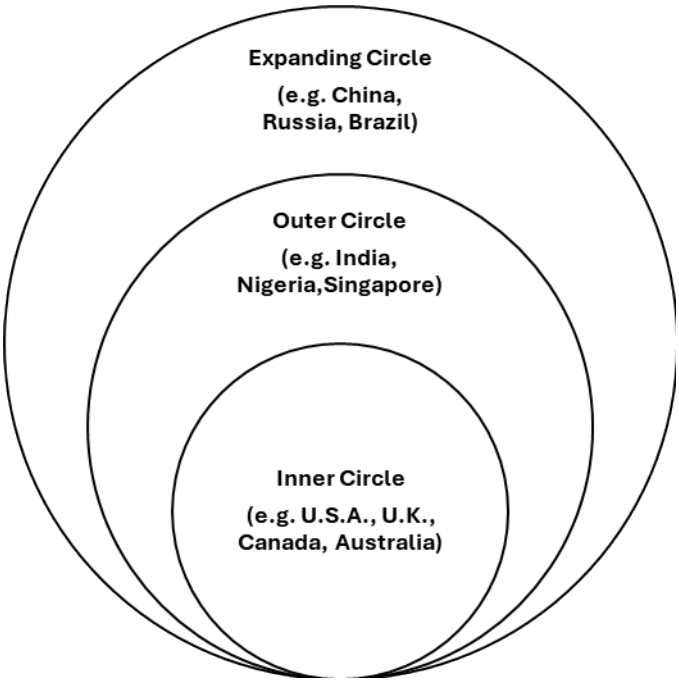
In Canada, “one in four Canadians had at least one mother tongue other than English or French, and one in eight Canadians predominantly spoke predominantly a language other than English or French at home” (Statistics Canada, 2021, para. 6). These numbers have ramifications for teaching English as an additional language as the sociocognitive concept of alignment proposed by Atkinson (2011) potentially has the learner learning an additional language through their mental processing and in different locations and situations such as a bank exchange or shopping for groceries. It would then be up to the teacher to draw attention to that fact. In many cases, however, these opportunities were nonexistent during the pandemic due to the lockdown. The concept of “real-life” learning emerged on a screen out of necessity. I intended to explore the instructors' responses, considering the absence of “common” sociocognitive learning situations where their learners might reinforce their learning in class.

2.3.4.2 Postmethod Pedagogy:

Postmethod pedagogy (Kumaravadivelu, 2001, 2003, 2006), like sociocognitive SLA, combines the Individual and Emergentism camps. However, Postmethod pedagogy adopts a much more critical and decolonial perspective of traditional SLA theories, positing that these have been situated in a Western milieu without input from the “periphery” (Kumaravadivelu, 2003). Kachru et al. (1985) developed the three circles of English to exemplify how English is used worldwide (see Fig. 4). The inner circle represents the nations from which English as a colonial language stems (e.g. the United Kingdom, the United States). The inner circle also includes countries such as New Zealand, Australia, and Canada, which have English as their native language. The outer circle represents nations where English is spoken due to their colonial

history, where English was used as the language of the educated and civil servant class (e.g. Nigeria, India, Singapore). The expanding circle represents nations where English is not normally spoken but is used more frequently as the lingua franca to share information with other countries. (e.g. China, Brazil). The "periphery" that Kumaravadivelu (2003) mentions encompasses the outer and expanding circles, which contain a far greater number of people than the inner circle. However, as Kachru et al. (1985) and Kumaravadivelu (2003) suggest, inner circle nations still maintain hegemonic control over the language and its use, teaching, and study.

Figure 4: Kachru's Three Circles of English



Post-method pedagogy seeks, as Kumaravadivelu states, "not an alternative method, but an alternative to method" (British Council India, 2013). This aligns with Nunan's (1991) earlier statement that "It has been realized that there never was and probably never will be a method [for

language teaching] for all" (p. 228). Postmethod pedagogy adds relevance to this dissertation since traditional teaching "methods" were often discarded during the pandemic (Peters et al., 2022; Wuetherick et al., 2024).

Coupling a decolonial approach while advocating for a pedagogy free of methods creates an area of second language acquisition which, arguably, is more in tune with the realities of most teachers of English since the majority of EAL teachers are not located in Kachru's (1985) "inner circle" of nations, where English is the native tongue. Each local context creates unique needs, which Western scholars and theorists have not traditionally acknowledged. This aligns with the central question of this dissertation, which asks if the COVID-19 pandemic altered the pedagogic practices of EAL teachers in British Columbia, Canada.

However, in British Columbia, some of the teachers interviewed in this research had students scattered across the globe. Some international EAL students had managed to travel to Canada despite COVID-19 travel restrictions; some were already in the country, and some had to remain in their home countries. This situation was not planned, and it created a learning environment that spanned multiple time zones and continents. Many teachers had never taught EAL in this new environment before, and this new landscape presented challenges not experienced before. The "local context" had become global.

Postmethod pedagogy also aims to break down the dichotomy between SLA researchers and EAL teachers. Kumaravadivelu states, "Teachers seem to be convinced that no single theory of learning and no single method will help them confront the challenges of everyday teaching" (2006, p.166). For instance, how could an EAL teacher in China use a textbook that has been developed based on Western theories and written by Western theorists? The propagation of culturally hegemonic material and ideals manifested through colonial practices and theories is

addressed through the critical lens of Postmethod pedagogy. As mentioned above, the shifting "local context" of teaching during the pandemic highlighted how disjointed Western-focused content is when teaching to a student in Africa or China, for example.

Kumaravadivelu (2005) proposes three parameters of Postmethod pedagogy designed to add focus to this lens. These include the parameters of particularity, practicality, and possibility. I will explain each of these parameters below.

The parameter of particularity expands the idea that each teaching environment (especially those outside of the inner circle) has a unique atmosphere with diverse teaching needs. Focusing on English language curricula, Kumaravadivelu states that each program "must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (2001, p. 538). Regarding the research which informs this dissertation, the parameter of particularity is of interest since the pandemic upended the teaching environment. With students scattered around the globe and within British Columbia, teachers became sensitive to the learners' needs based on necessity. For instance, a program meant to be situated in rural British Columbia no longer held the same significance as one in an urban area. The parameter of particularity extended into areas previously not explored. This world had now become a virtual world, and each instructor had to understand the particular contexts of each student.

The parameter of practicality builds on the ideas presented above that established Western theories are out of step with the realities most EAL teachers experience. Instead, Kumaravadivelu proposes that the parameter of practicality "aims for a personal theory of practice generated by the practicing teacher" (2006, p.544). This idea of exploring a "practical personal theory" is one that I sought to investigate since it could indicate a teacher's approach to

teaching during and after a crisis like the pandemic. It is likely that the parameter of practicality essentially summarized the experience of many teachers since they had never experienced anything like a shift to emergency remote teaching (ERT) before and could not rely on a pre-existing theory to help in their particular situation.

Finally, the parameter of possibility has its genesis in Freirean Critical Pedagogy. Educators, in this case, use English language teaching as a process of praxis-action and reflection for societal change (Freire, 1970). Regarding the learners' experiences in this parameter, Kumaravadivelu states, "Their lived experiences, motivated by their own sociocultural and historical backgrounds, should help them appropriate the English language and use it in their own terms according to their own values and visions" (2006, p.544). These three parameters make Postmethod Pedagogy a goal rather than a theoretical framework that teachers could follow prescriptively. This dissertation focuses on teachers and their changing approaches to teaching, considering changing realities. Postmethod Pedagogy, therefore, becomes a valuable approach to understanding the teachers' changing teaching situations.

Although placed in the "Combination" category within this dissertation, Postmethod pedagogy does not necessarily combine both the Individual and Emergentist stances to create a fused position (like sociocognition). Instead, the Postmethod stance is that it critiques each position equally and does not favour one camp over another. With my research question in mind, Postmethod pedagogy offered a perspective on potential pedagogic changes the EAL teachers may have instigated. As mentioned above, some instructors taught synchronously while the students were still in their home country. This displacement of physical space and context feasibly illuminates the parameter of particularity that Kumaravadivelu (2006) suggests.

2.3.4.3 Multilingualism:

The next position within the Combination category I will address is Multilingualism (May, 2014, 2019; Blackledge & Creese, 2010). Central to the premise of Multilingualism in SLA is the position that languages spoken and used by ethnic minority communities in predominantly English-speaking nations, or the "Anglo-sphere" (Piller & Bodis, 2023), have traditionally been considered an affront to nationalistic values (May, 2019). English, as the lingua franca, has served as a mechanism of hegemonic control to preserve colonial interests (Park, 2022). In terms of SLA, these interests are preserved and reinforced by instituting standardized language exams for immigration and adopting a strategy of monolingualism in English language classrooms (Blackledge & Creese, 2010). These extensions of 'symbolic dominance' or 'marginalization' aim to delegitimize the linguistic diversity and knowledge brought by speakers of other languages to monolingual nations (Bourdieu & Passeron, 1991; Kumaravadivelu, 2003).

Multilingualism in EAL, therefore, has been adopted by critical theorists such as May (2019), Blackledge and Creese (2010) and Ortega (2019) to expose both the tacit and explicit propagation of English over other languages. This aligns with the decolonial perspective advocated within Postmethod pedagogy (Kumaravadivelu, 2001). Multilingualism in SLA aims to recognize and celebrate the diversity of languages at play, which is characteristic of many cosmopolitan nations (e.g., Canada, the U.S.A., and the U.K.) with large populations of citizens and newcomers whose first spoken language is not English. Blackledge and Creese (2010) write, "We do not view 'multilingualism' as a fixed pattern of language use but as an inventive, creative, sometimes disruptive play of linguistic resources" (p.56). Canada has more than 4.6 million Canadians (12.7 % of the total population) who speak a "non-official" language at home (Statistics Canada, 2021). Along with 321,615 international students with English as an

additional language studying in Canada as of December 31, 2022, an educational environment is primed for multilingualism in the classroom (Moosapeta, 2023). Through the work of theorists such as Blackledge and Creese (2010), multiculturalism in SLA has led to the pedagogic practice of translanguaging, which I will now turn to.

Translanguaging (Cook, 2010; Garcia & Kleyn, 2016; Tomlinson & Masuhara, 2021) has gained traction over the last decade by questioning the notion that using only the target language is the preferred way to teach a second language (see the Communicative Language Teaching in the Emergentist section above). Translanguaging "is understood as part of the process of communicating across and between different varieties of language" (Heugh, 2018, p.281). This theory is important because it does not refute cognitive positions on SLA. It acknowledges that the learners already have an internalized system of learning a language, or, as Cook (2010, para. 40) states, "L2 learners start from the position of having done all of this once already." Furthermore, the theory emphasizes that mediation through communicative interaction with other students and teachers is central when examining Translanguaging from an Emergentist lens. Instructional strategies that promote translanguaging include peer feedback (utilizing both L1 and L2), remediation, and recasting (Tomlinson & Masuhara, 2021). An example of translanguaging peer feedback using L1 and L2 is presented in Li and Sun (2023), where teachers encouraged students to discuss their feelings during the pandemic's stress by using their L1 and then translating those emotions into L2 through peer collaboration. I was curious to see if teachers in this dissertation employed similar tactics and looked for similar examples in the data.

Translanguaging is not only a pedagogic tool within Multilingualism but also aligns with Postmethod Pedagogy as it addresses the traditionally colonial practices of SLA theory and teaching. Allowing students to negotiate meaning in their native languages gives learners agency

in their learning while respecting the unique linguistic traits that the students will bring to the classroom. Additionally, as discussed in the Postmethod pedagogy, teachers not from Kachru et al.'s (1985) "inner circle" bring their own linguistic repertoire. It is also noteworthy that the participants in this dissertation were from the "inner circle". However, Blackledge and Creese (2010) note that these positive attributes do not come without challenges. These include educational policies that stress a monolingual approach or that multilingual students and teachers do not fully appreciate or are even embarrassed by their linguistic backgrounds (Baker, 2006; Martin-Jones & Saxena, 2001, 2003). Cummins (2005) argues that students and teachers who negotiate meanings through their first and second languages have had greater academic success in schools. It can be claimed, therefore, that translanguaging helps rather than hinders student learning and should be endorsed.

In this dissertation, I aimed to investigate whether multilingualism in SLA and translanguaging have influenced the pedagogic practices of college EAL instructors in British Columbia. Vancouver, where part of this study took place, has one of the largest multi-ethnic communities in Canada. However, most of the participants in my research were English L1 speakers. Furthermore, unlike universities in British Columbia, which focus primarily on EAP (English for Academic Purposes), colleges in British Columbia offer EAP instruction and have many students who are newcomers to Canada. For instance, Vancouver Community College offers Language Instruction for Newcomers to Canada (LINC) classes to recently landed immigrants, whereas universities do not. These classes provide "basic English language training to help permanent residents or refugees with social, cultural and economic adaptation" (YW Calgary, n.d., para.1). These newcomer students often have different needs than academic ones, including learning English for employment. Since these teachers and learners were placed in an

unprecedented emergency remote teaching situation, I was curious to see if the teachers employed translanguaging strategies (i.e., peer-to-peer L2 feedback). The findings in Chapter 4 will explore how teachers adapted to their learners' needs in more detail.

2.3.4.4 Transdiciplinarity:

The final combination SLA theory I will discuss is Transdisciplinarity (The Doulas Fir Group, 2016; Larsen-Freeman, 2022). Transdisciplinarity in SLA "treats disciplinary perspectives as valid and distinct but in dialogue with one another in order to address real-world issues" (The Douglas Fir Group, 2016, p.20). It is essential to reference the work of this group as it pertains to the research presented in this dissertation, as it reflects a non-dogmatic approach to SLA and allows multiple theories to intertwine or coexist. If the teachers' responses in this research indicate that pedagogic shifts occurred due to ERT, then a transdisciplinary framework may best encapsulate these changes. Regarding second language acquisition, a heightened awareness of mental health (for example) could not always fit into pre-existing historical theories of teaching and learning an additional language. Transdisciplinarity may provide a framework for effectively expressing these changes.

The Douglas Fir Group (DFG, 2016) was named after a conference room where a group of leading language scholars met in Portland, Oregon, in 2014. This group is comprised of a collection of pre-eminent Second Language Acquisition scholars who, collectively, decided to acknowledge the wide range of SLA theories which had existed historically over decades and place them under the umbrella of "Transdisciplinarity" and to work collaboratively to develop the knowledge that one discipline may add to the collective field of SLA enquiry.

Transdiciplinarity in SLA recognizes multiple theories and does not adhere to one singular theory of second language acquisition. Some of the influential researchers included in

the group were Dwight Atkinson (sociocognition), James Lantolf (socio-cultural theory), Patricia Duff (language socialization), Keith Johnson (language teaching and skill learning), Bonny Norton (sociolinguistic identity theory), Dianne Larsen- Freeman (complexity theory and Transdisciplinarity), Merrill Swain (Vygotskian theory), Nick Ellis (psycholinguistics), and Lourdes Ortega (multilingualism).

Regarding the group's formation, Atkinson (2019) stated, "The group adopted the assumption that SLA was too complex to be explained by one or a few theoretical approaches" (2019, p.2). To guide their work, the group came up with four goals for a new direction in SLA research:

1) to advance fundamental understandings of language learning and teaching, including understandings of linguistic development in an additional language, taking into account forces beyond individual learners;
2) to promote the development of innovative research agendas for SLA in the 21st century;
3) to serve as a platform for the development of practical, innovative, and sustainable solutions that are responsive to the challenges of language teaching and learning in our increasingly networked, technologized, and mobile worlds;
4) to improve communication with a wider range of audiences, especially any and all stakeholders that SLA investigates or whom it hopes to benefit, so they can use SLA work to improve their material and social conditions (Douglas Fir Group, 2016, p.20).

Written in 2016, it could be argued that these goals exhibited a certain prescience, considering that the COVID-19 Pandemic was to occur four years later. Goals 1, 2, and 3 highlighted the influences of unforeseeable occurrences and technological impacts on second

language acquisition. Number 4, in particular, best summarizes the aim of Transdisciplinarity. Whether it be a cognitive (Ellis, 2019) or a socio-cultural perspective (Hult, 2019), Transdisciplinarity in SLA does not discount the contributions of each theoretical perspective on SLA research. However, Transdiciplinarity, different from Postmethod pedagogy, does not foreground theoretical perspectives through a decolonial lens (Ortega, 2019).

Transdisciplinarity in SLA grew from a confluence of theoretical shifts over the past two decades. Beginning in 1997, Firth and Wagner began to question the polarizing discourse that was playing out between the established cognitivist camps and the emerging socio-culturalist camp. Their premise was that both of these positions placed a distinction on “non-native speakers” as deficit learners striving to reach the “idealized” competence of the “native speaker.” Their call to adopt a more holistic approach to SLA theories gained traction over the ensuing decades and was subsequently taken up by Block (2003), Larsen-Freeman (2002), and Garcia (2011) to identify the “social turn” in SLA.

The Douglas Fir Group (2016) authors assert that cross-disciplinary research would help understand the brain functions involved in learning another language, taking into account emotions. Okon-Singer et al.’s (2015) use of brain imaging illuminates how certain activities (like learning an additional language) activate the various regions across our brains. They write, “Emotion and cognition are deeply interwoven in the fabric of the brain and that, therefore, widely held beliefs about the key constituents of 'the emotional brain' and 'the cognitive brain' are fundamentally flawed" (Okon-Singer et al., 2015, p. 8). This research demonstrates how various scientific findings validate viewpoints that were once at odds. The historically opposed theoretical camps of cognitivists and socioculturalists showed little room to accept either group’s position. Okon-Singer et al. (2015) purport that brain imaging supports the idea that both

positions have merit. Transdisciplinarity can now demonstrate that all theories have something to contribute to SLA.

Despite the progressive aspirations of reconciling different theoretical positions in SLA through transdisciplinary collaboration, the work of the Douglas Fir Group (2016) does not come without criticism. May (2019) draws on the work of Wimmer and Glick Schiller (2003), who claim that current social scientific research has overtones of "methodological nationalism." Methodological nationalism is a manifestation of the normative nature of the nation-state's values in the social sciences. Regarding language teaching and learning, this is evident in how SLA has historically favoured a monolingual approach. Monolingualism represents an "ideal" state that values the usage of one language and devalues the usage of others.

Ortega (2019) asserts that a monolingual prejudice reflects the one-language nation-state bias that emerged during the American and French revolutions of the late 1700s. From this perspective, May (2019) suggests that monolingualism persists in SLA research, as English remains the lingua franca of nations such as the U.S.A. In this sense, the work of scholars (even those working within a framework of Transdisciplinarity) remains within a paradigm of monolingualism, and multilingual voices have not been truly represented. May (2019) notes that all members of the Douglas Fir Group work in North America, and that if Transdisciplinarity were to succeed, it must combat methodological nationalism. Ortega (2019), as a founding member of the Douglas Fir Group, addressed this concern and stressed that engaging multilingualism as a field of inquiry and supporting social justice were two "pieces of the puzzle" that were needed to enact the DFG's goals of achieving a transdisciplinary agenda (p. 23). In my research, I was interested to see if the teachers who participated allowed for a growing acceptance of multilingualism and if the shift to ERT facilitated this change.

2.3.5 SLA Theory Summary:

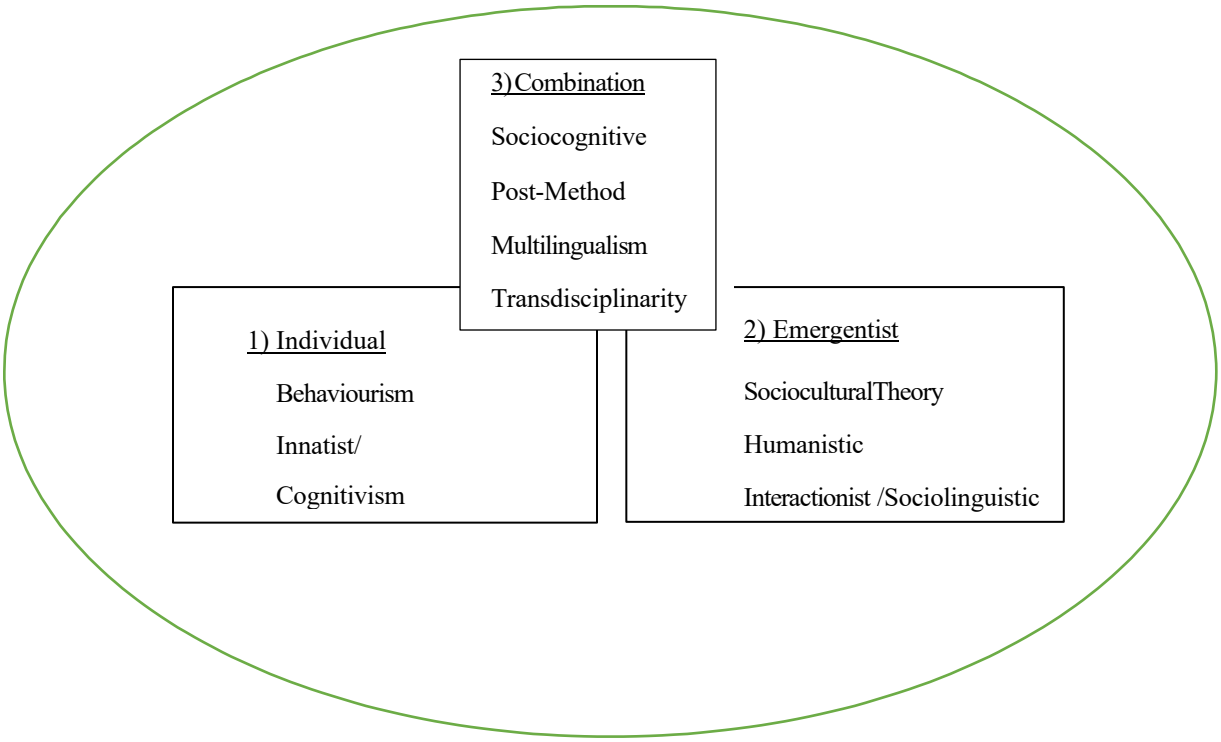
As the interviews and questionnaires in this dissertation intended to identify whether the TEAL teachers noted any changes to their styles and teaching approaches, I aimed to link those approaches to SLA theories, for example, if a teacher premised their lessons on Vygtokskian-inspired collaborative group work (Sociocultural Theory) in the physical classroom, whether they employed more behaviourist-motivated pedagogy during the switch to emergency remote teaching (ERT) situation they were placed in, and vice versa. Studying SLA theories helped me recognize instances of shifts that occurred. Importantly, I investigated whether the instructors chose to adopt any alterations (such as changes in assessment strategies) and continued to use them in their post-pandemic teaching environment.

The SLA theories mentioned in this chapter were all developed and contested from the turn of the twentieth century to the first two decades of the twenty-first century. This rich but often contentious history provides researchers of second language acquisition and teachers of EAL with a deep repository of ideas from which to draw. The heuristic I created (see Figure 4 below) provides an overview of historical and contemporary second-language acquisition theories. Below is an overview of the three main theoretical categories. The diagram shows how position 3 overlaps with positions 1 and 2.

Three Main Second Language Acquisition (SLA) Theoretical Categories:

1) **Individual.** The individual does learning. (Behaviourism, Innatist/Cognitivism)
2) **Emergentist.** Learning is done in concert with social/ environmental interaction (Sociocultural, Interactionist, Humanism, Sociolinguistic)
3) **Combination.** A combination of theories (Sociocognitive, Post-Method, Multilingualism, Transdisciplinarity)

Figure 5: SLA Theoretical Categories



The research used this heuristic as a theoretical guide to explore the field of SLA in the context of Western Canadian college instruction as of March 2020. The following section of this chapter will examine the most recent research into pandemic and Post-Pandemic Pedagogy. It will be used, alongside the discussion of the SLA theories and how they link to the shifts teachers made, to shed light on the teachers' actual actions in the classroom.

2.4 Pandemic & Post-Pandemic Pedagogy

2.4.1 Introduction:

The previous part of this chapter provided an overview of SLA theories ranging over a hundred years, from approximately 1920 to 2020. The purpose of the research within this dissertation was to identify what changes, if any, EAL college teachers made during the COVID-

19 pandemic and what lessons they would bring to their post-pandemic teaching practice. By cross-referencing previous SLA theories with the teachers' distinctive pedagogic adjustments during this time, this dissertation aims to offer an understanding of Post-Pandemic SLA within the Canadian context.

In the second part of this literature review, I will focus on the current environment of second language acquisition as it pertains to what research indicates has occurred in the context of EAL teaching in colleges in British Columbia, Canada, between 2020 and 2023. Scholarly literature has begun to emerge regarding the significant shift that occurred among post-secondary educators worldwide during the COVID-19 pandemic. However, the research on the pandemic and SLA theory and pedagogy, in particular, is currently sparse. The research for this dissertation aimed to address that gap. This part will be divided into two sections. The first section will focus on what the literature says about pandemic pedagogy in general, providing definitions and examples as they pertain to the dissertation's focus. In the second section, I will propose a definition of a Post-Pandemic Pedagogy limited to this study and based on the threads of different SLA research. Some of these recent research threads will be more closely connected to my research question than others. However, the overall themes emerging from the post-pandemic literature are important to the study of second language acquisition and will be acknowledged.

2.4.2 Pandemic Pedagogy:

This section will outline what came to be known as Pandemic Pedagogy (Valenzano III, 2021; MacNeil & Beetham, 2022). It is important to clarify what Pandemic Pedagogy entails, as this will help inform an understanding of what occurred during the COVID-19 pandemic, rather than post-pandemic. Pandemic Pedagogy has been defined by Hargreaves (2022) as the teaching practice in response to the COVID-19 pandemic. He uses the acronym VUCA (volatility,

uncertainty, complexity, and ambiguity) to describe this period in general, as well as how teaching had to adapt to a state of flux in response to a constantly changing landscape (Hargreaves, 2022). This provided a challenge for those who had traditionally taught face-to-face and who had never taught online. Studying this challenge was one impetus for this research study, and I wanted to know how the participants in this research taught during this time and how it impacted their practice afterwards.

What pandemic pedagogy came to be was the necessity of re-creating in-person lessons online (Littlejohn, 2020). This necessity posed a challenge because many teachers were not trained to teach and deliver their lessons online. At first, many teachers "shifted" their in-person teaching techniques to an online platform, not fully realizing the nuances of online teaching and learning (Littlejohn, 2020). Later, it quickly became apparent that "the Covid-19 pandemic, gave teachers a strong sense of the difference between online teaching and their other modes of operation" (Rapanta et al., 2020, p.925)

Pandemic Pedagogy is also defined as emergency remote teaching (ERT) (Hodges et al.,2020; Barbour et al., 2020). Hodges et al. (2020) define ERT as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (para. 13). 'Normal' online teaching requires six to nine months of planning. It has decades of research underpinning its design (Hodges et al., 2020). Planning online classes involves the modality of asynchronicity. Asynchronous online teaching design allows learners to access materials and lessons anytime and simultaneously engage with the content and assignments without being "in class" with students and instructors (Phelan, 2015). For many teachers, ERT involves transferring "in-class" lessons to videoconferencing platforms like Zoom and Google Meet (Lockee, 2021). These lessons were delivered synchronously, meaning they occurred at the same

time. Since many instructors did not have months of preparation time to create these classes, synchronous videoconferencing lessons were adopted out of necessity (Meirovitz et al., 2022).

ERT is a key term of primary importance to this research. It is worth noting that quickly transitioning F2F instruction to an online synchronous environment did not translate well, and some teachers in this study's interviews mentioned this. Chapter 4 aims to demonstrate that although it was a messy process for a few, over time, the teachers recognized the value in incorporating asynchronous and hybrid delivery elements to teach their classes and reach students in different ways.

Equating ERT with the long tradition of effective online teaching may still hinder our ability to look constructively at lessons learned throughout the pandemic. ERT during the pandemic created a unique set of circumstances that necessitated research, outlining how it differed from 'normal' online teaching. For this research to occur, a mutual understanding was needed between participants and researchers that ERT is not equivalent to online teaching. My research aimed to investigate any pedagogic changes EAL instructors may have adopted by experiencing an ERT situation. Determining whether the participants were aware that they were operating in an ERT condition and not simply 'teaching online' is crucial to addressing my research question. The qualitative questionnaire and semi-structured interview questions emphasized the ERT factor, aiming to identify potential pedagogical shifts. This achievement is discussed in Chapter 3.

ERT within EAL instruction research is limited, but is starting to emerge. In the United States, Leider and Tigert (2022) investigated the experiences of 31 English language development (ELD) specialists in policy development following their transition to ERT. They surveyed the teachers with open-ended questionnaires and coded the responses into four themes:

1) instructional and assessment decisions,
2) the multifaceted role of the ELD specialist,
3) commitment to equitable instruction, and
4) multistakeholder accountability" (Leider & Tigert, 2022, p.1)

Each theme was examined through the lens of policy development and how the ELD teachers navigated through a fluid period of immense change. As the authors acknowledge, one limitation of their study was that it focused on the spring of 2020. As the pandemic continued for approximately another two years, the opportunities to draw out more detailed accounts over a longer period are now possible. However, this initial work of identifying possible pedagogic shifts may be beneficial as a basis for current research.

In Canada, Li and Sun (2023) investigated the effects of the pandemic on EAL teachers within the public K-12 system. Their findings show parallels with the experiences of their post-secondary colleagues, as seen in my research. The identified themes outlined several pedagogic shifts that the teachers undertook. Reducing the assignment load, providing optional learning resources, and integrating more games to build engagement were identified as newer needs and practices. Additionally, the teachers who participated in co-teaching (two or more teachers simultaneously teaching the same class) observed some beneficial developments, such as increased student learning opportunities. (Li & Sun, 2023).

Arguably, the most significant outcome of Li and Sun's (2023) research was the teachers' emphasis on the mental health and well-being of their students. The teachers incorporated lessons on socio-emotional well-being with vocabulary acquisition. The aim was to have the students build their lexical repertoire while providing the teachers with insights into the emotional states of their students. Students were also encouraged to express their feelings in their

first language (an example of Translanguaging). Li and Sun (2023) note, “Regular socio-emotional check-ins were adopted by some teachers to help develop and understanding that ‘it was ok to have these human feelings’” (Teacher 40, p.41). This emerging pedagogy of compassion could potentially inform a larger field of research in response to the shift to emergency remote teaching (Cardozza & Genaro, 2021). Although Li and Sun’s (2023) research was limited to a study of the EAL teachers within the K-12 system in British Columbia, EAL teachers in B.C. colleges feasibly experienced similar situations. The discussion of the participant responses in Chapter 4 will investigate this hypothesis.

Littlejohn (2020) summarized the four main challenges faced by post-secondary faculty teaching in an ERT situation. Firstly, the teachers had little time to design an online class. As Hodges et al. (2020) mentioned above, months of planning are needed to teach an online class effectively. Secondly, since many faculty members had little experience with online teaching, a lack of motivation may have ensued (Kulikowski et al., 2021). Thirdly, university policies were not initially established to address an emergency remote teaching environment (Leider & Tigert, 2022). This created a fluid, uncertain, and rapidly changing landscape. Moreover, as teachers had to start working from home, this impacted how faculty interacted with colleagues and students. Fourthly, Zoom fatigue (Williams, 2021; Bullock et al., 2022) became a reality for many (not just teachers and students) who shifted their previous face-to-face practices into synchronous digital screen time. These four points can be said to define pandemic pedagogy and highlight that ERT was, for many, a largely challenging experience since they lacked the skills for online teaching (Lee et al., 2022). As Holtzman et al. (2023) state, “Faculty were facing institution-wide disruptions, and they needed insights and recommended changes given those circumstances” (p.3).

Another interpretation of pandemic pedagogy comes from Henry Giroux (2021). Rather than equating the term with the technical aspect of moving lessons into an online format, Giroux (2021) defines pandemic pedagogy as the utilization of a neoliberal agenda to leverage the crisis of a pandemic to maintain further oppressive economic strategies, which limit public funding of health care and education. He argues that this pedagogy is the means by which governments such as the United States under Donald Trump sought to maintain the status quo of social inequity and economic imbalance despite the loss of lives that occurred from the COVID-19 virus. The pandemic shed light on social inequities in healthcare and education. Rather than using the crisis as a vehicle for positive change, oppressive regimes like the Trump administration willingly compromised the lives of Americans to perpetuate a power imbalance that benefited the economic elites (Giroux, 2021).

Although this paper focuses on pandemic pedagogy as an example of ERT, I acknowledge that the COVID-19 pandemic appeared to exacerbate social inequities, as Giroux argues (2021). As mentioned in the introduction, newly arrived Canadians in British Columbia (many of whom were language students) were particularly susceptible to the dangers of the virus, as many worked in positions that exposed them to precarious and hazardous situations. The pandemic highlighted these inequalities, and the teacher's reflections in Chapter 4 will expand on this.

Although Giroux's (2021) pandemic pedagogy presents a bleak account of his concerns about the aspiring fascist actions of the U.S. administration and governments, this dissertation aims to offer a more hopeful version of post-pandemic pedagogy, one where teachers' reflections can help inform a more equitable future of education.

For some teachers, the pandemic provided an opportunity to explore new pedagogical approaches that may have been previously unavailable. Using a traumatic experience as an avenue for learning could represent what Claro et al. (2016) identify as a "growth mindset." Writing on SLA and growth mindsets, Lou and Noels (2019) discuss mindset interventions as a pedagogical practice that EAL practitioners can employ to develop the metacognitive skills of EAL learners and build their resilience. Examining EAL and growth mindset theory together provides an interesting perspective on Pandemic Pedagogy, as similar stressful situations confronted both students and teachers. Everyone was affected, and opportunities to learn from challenges were equally present.

Although growth mindset research primarily focuses on students (Dweck, 2015; Dweck & Yeager, 2020), there is also room to apply this term to teachers. Examples of post-secondary teachers using the pandemic as a vehicle for innovation were seen by Day et al. (2022), Lee et al. (2022), and Ferdig et al. (2020). Day et al. (2022) and Lee et al. (2022) noted that teachers employed tactics they had previously not used, such as recording lectures, experimenting with the learning management system (LMS), and promoting independent student fieldwork. Ferdig et al. (2020) found that changes in online assessment practices enacted between 2020 and 2021 were significant. Innovations included the use of modified multiple-choice mid-term assessments, incorporating live-stream final presentations, and increasing the use of rubrics (Ferdig et al., 2022; Hobbins et al., 2024). Ferdig et al. conclude, "We were ready to change course content, formats, or pacing in response to collective and individual student needs" (2022, p. 127).

Adjusting to the pandemic and innovating teaching environments also follows a pattern seen throughout historical responses to pandemics in the past (Van Gorp et al., 2022). According

to Duffin (2022), pandemics have followed similar historical stages. The three stages of pandemics are blame, acceptance, and the generation of new knowledge (Duffin, 2022). This "new knowledge" results from innovation and embeds itself into a post-pandemic educational landscape (Van Gorp et al., 2022). The research that informs this dissertation was conducted to inform a post-pandemic SLA pedagogy that has a lasting and positive effect on how English as an additional language is taught and learned. This will be the focus of the next section.

2.4.3 Post-Pandemic Pedagogy:

Now that the world has emerged from the COVID-19 pandemic, educators can challenge paradigms that have existed for decades. There have been calls for reevaluating education practices, which have implications for the field of SLA, as many students of English as an additional language have historically been taught through methods with a colonial and monolingual bias (Kumaravadivelu, 2003). Fullan et al. (2020) ask us to envision what we would like to see in the future and to critically examine the practices of pre-pandemic times. Also worth noting is Day et al.'s (2022) assertion, "We postulate that every faculty member, department, and institution has learned something from the online pivot, and that those lessons can be carried forward in a way that does not evoke nostalgia for prepandemic times" (p.2). This is the vision of this dissertation. The aim is that the reflections of the EAL teachers in this research can inform a Post-Pandemic SLA pedagogy that utilizes positive lessons learned from the ERT experience. The concluding section of this literature review will draw on recent literature to support a definition of Post-Pandemic SLA drawn from the research in this dissertation. As the following section will show, three distinct research threads have started to emerge.

The first theme emerging through the literature is a growing knowledge of universal design for learning (UDL), which will be defined in the following section. Linking UDL and

SLA, current research has provided the language to articulate a heightened awareness of changes to assessment, course delivery, access, and mental health issues, which were sparked by the pandemic (Khatri, 2021; Kilpatrick et al., 2021; Shastri & Clark, 2021; Hu & Huang, 2022).

A second theme surfacing in the research is a re-visiting of "flipped learning." Flipped learning is not a new concept, but has found a new audience through the shift to emergency remote teaching (Ma & Luo, 2022; Luan et al., 2023). This, too, will be further defined later in this chapter. Although flipped learning was an older concept, it re-emerged as a practical teaching practice since EAL teachers needed to deliver their lessons in a new hybrid format. This will be investigated further by looking at the participants' reflections in Chapter 4.

The third theme of research informing the post-pandemic landscape of SLA centres around digital literacy (Peters et al., 2022; Hargreaves et al., 2023). What became quickly apparent is that many teachers and students were ill-equipped to handle the shift to ERT (Baxter, 2020; El-Metoui & Brown, 2021). The COVID-19 pandemic highlighted the need for EAL educators to be better prepared to teach with technology. A Post-Pandemic Pedagogy of SLA will include an increased awareness of digital literacy (British Columbia Ministry of Post-Secondary Education and Advanced Skills, 2023). I will explore each of the three themes mentioned above in detail, starting with Universal Design for Learning.

2.4.3.1 Universal Design for Learning (UDL):

Universal Design for Learning (UDL) is a key term that is prominent throughout this research. Clarifying the aim of UDL, Rose et al. (2016) write:

> Universal design for learning (UDL) is one part of the overall movement toward universal design. The term emphasizes the special purpose of learning environments—they are not created only to transmit information or to shelter, but are created to support

> and foster the changes in knowledge and skills that we call learning. While providing access to information or to materials is often essential to learning, it is not sufficient. UDL requires that we not only design accessible information, but also an accessible pedagogy (p.136).

This "accessible pedagogy" aligns with the vision I introduced in Chapter 1 and will revisit in Chapter 5. The reflections of the teachers who participated in this research suggest that the design of future college EAL classes can account for accessibility, including pedagogic practices such as re-evaluating assessments with equity and access in mind. Furthermore, the recent literature presented in this chapter demonstrates how the pandemic has led to a convergence of UDL theory and EAL (Khatri, 2021; Kilpatrick et al., 2021; Shastri & Clark, 2021; Hu & Huang, 2022).

Khatri (2021) provides connections to the three core principles of Universal Design for Learning in the context of EAP (English for Academic Purposes). These principles include providing multiple means of engagement (the why), multiple means of representation (the what), and multiple means of action and expression (the how) (Khatri, 2021, p. 94). Each of these principles is linked to areas of the brain that exhibit cognitive functions related to learning. The Center for Applied Special Technology (CAST, 2018) suggests that providing multiple means of engagement activates the corpus callosum (which controls motivation), providing multiple means of representation activates the parietal lobe (which controls recognition of words), and providing multiple means of action and expression activates the frontal lobes (which control the executive functions of speech or writing). A teacher mindful of UDL would provide learning opportunities which address all aspects of these cognitive functions.

UDL, in theory, is an aspirational pedagogic approach. However, in reality, the application of Universal Design for Learning requires a considerable amount of time and resources to implement. For example, a teacher must factor in the time required to arrange multiple forms of assessment for just one test. Most teachers do not have this much time. To alleviate this challenge, Behling and Tobin (2018) advocate for the "plus one" approach. Acknowledging that most teachers, administrators, and curriculum designers have little capacity to incorporate UDL principles throughout their classes and programs, Behling and Tobin (2018) propose an incremental approach. For example, in your course syllabus, a teacher can use UDL principles to include accessible language, colours, and fonts (Denial, 2024). By starting small, teachers can build in UDL principles over time. Chapter 4 will elucidate the teacher's growing *awareness* of UDL. Effective implementation, on the other hand, remains to be seen and may require further exploration.

The shift to ERT was a crash course in digital instructional design for many EAL instructors, exposing the inequities in course delivery. These inequities included having students with limited access to connectivity due to socioeconomic factors or being part of a racial minority, such as being a Black or Hispanic student (Darby, 2020). ERT laid bare the challenges students faced when accessing course content, tackling assignments, and completing assessments. Universal Design for Learning (UDL) principles within EAL education provided an opportunity to demonstrate how teachers can create more equitable classes by offering flexibility in modal delivery (Rao & Torres, 2017). However, for UDL to be achieved, equal access to technology must also be present. When discussing the dissertation's findings, I will further explore accessibility and technology by referring to the responses and experiences of the teacher

participants. At this point, however, I will elaborate on the connection between UDL and teaching English as an additional language.

The multiple means of engagement principle attempts to tap into the affective networks of language learning by focusing on motivation or identity investment (Darvin & Norton, 2015). By offering learners a different way of engaging with the material (i.e., providing ways to self-regulate learning, such as checklists), a learner's anxiety could be reduced, and their sense of self-respect could be enhanced. When teaching English for academic purposes, Khatri (2021) suggests that pedagogic techniques, such as facilitating personal coping strategies through developing an assignment learning plan, for instance, would increase one's self-efficacy.

The multiple means of representation principle offered by UDL enables learning through various modalities of engagement. Recorded lessons, text-to-speech software, videos, audiobooks, and gamification became more common in post-secondary "classrooms" throughout the pandemic (Kilpatrick et al., 2021; Shastri & Clark, 2021; Hu & Huang, 2022). Many instructors used these teaching tools and practices to help learners revisit lessons. Writing on the merits of recording lectures for EAL learners from a UDL perspective, Rose et al. (2006) argue that the flexibility offered by video recordings helps EAL learners mitigate cognitive demands by allowing them to replay lessons.

The final principle, multiple means of action and expression, states that learners should be allowed to demonstrate their learning in multiple ways (Khatri, 2021). Regarding learners of English as an additional language, Khatri (2021) recommends that rubrics provide clearer avenues for students to self-assess, regulate, and become familiarized with the grading requirements and assessment. A Post-Pandemic Pedagogy inspired by the tenets of UDL offers

EAL teachers and researchers an avenue to re-evaluate assessment practices through a lens of equity.

Monitoring the progress of a student's learning of English as an additional language has been a consistent (and often contentious) focus of pedagogic practice for TEAL practitioners. Post-pandemic pedagogy presents an exciting perspective on assessment practices that may not have been seriously considered prior to 2020 (Kilpatrick et al., 2021). For example, within UDL, learners have more choice and agency in learning. Metacognitive practices, such as using reflective journals, have been in existence for a long time, dating back to Dewey (1933). However, the pandemic revived this approach since the possibility of in-person proctored summative examinations was impossible. This focus on metacognition through self-reflective journaling, coupled with the removal of exams, led to assessment practices which were more formative and reflexive (Kilpatrick et al., 2021). As MacNeil and Beetham (2022) write, "Many of the developments in online assessment brought about by the pandemic are continuing and are seen as key areas for evolving practice" (p. 19).

Ladson-Billings (2021) calls for a "hard re-set" of our educational practices as we head into a post-pandemic world. The pandemic exposed many educational inequities (Darby, 2020; Jack, 2020; Ladson-Billings, 2021). As mentioned previously, if a student belonged to a racial minority or an impoverished socioeconomic group, their access to an equitable form of education may have been limited (Darby, 2020). This, coupled with a growing awareness of mental health issues, exposed the fissures in a system that favours those who are able-bodied, predominantly white, and economically advantaged. Dolmage (2017) calls this academic ableism and argues that post-secondary education has traditionally denied access to those who were socioeconomically or physically disadvantaged. Adopting UDL principles offers an approach to

creating more equitable pathways to learning, which can be advantageous to all. Through the questionnaires and semi-structured interviews administered in this dissertation, I sought to ascertain if elements of the three UDL principles were evident in the teachers' practices (even if they were not aware of this concept).

2.4.3.2 Flipped Learning:

One further development stemming from the shift to ERT was the refocusing on the flipped classroom as a pedagogic tool. The flipped classroom, in essence, frontloads readings, lectures, and writing exercises before engaging in content during classroom time (Lo, 2023). These materials are typically provided to students through a digital platform, such as a learning management system (LMS). The classroom time is then allocated to clarify any concepts and engage in deeper learning through dialogue and questioning. The theory of using the flipped classroom to help EAL students access and learn from the course or class material is not a novel one and has a recent but rich history (Mehring & Leis, 2018).

Importantly, EAL teachers who were familiar with this concept effectively leveraged these ideas during ERT (Ma & Luo, 2022; Luan et al., 2023). For instance, video lessons were recorded, and students could review them multiple times before discussing the content in class. As a pedagogical tool, flipped classroom learning experienced a surge in popularity (Lo, 2023). However, flipped learning, as a pedagogic approach, is nothing new. Conroy (in Peters et al. 2022, p. 744) states, “The current obsession with the empty phraseology of the ‘flipped classroom’, coined by people who obviously weren’t teaching high school in the 1970s and 80s, will no doubt morph into the wonders of augmented reality and haptics”. What Conroy (in Peters et al., 2022) critiques is the concept that students engaging with the lesson material prior to in-class discussions, for example, has been a pedagogical practice in college teaching and learning

for decades, if not longer. In a post-pandemic setting, flipped learning would likely take on a more digital presence. However, similar to UDL, the teachers' responses in Chapter 4 indicate that flipped learning did not achieve wholesale adoption across the board. Rather, it was the increase in *recognition* of this pedagogic practice, spurred by the pandemic, that emerged.

Also, as with UDL, creating video lectures and recordings prior to in-class work requires a large amount of lesson preparation on the teacher's part. Flipped learning requires time to develop recorded lessons, which are then placed in a repository, such as an LMS. Regarding language instruction and learning, Nahar's (2024) research on using flipped learning in tertiary-level English teaching demonstrated its benefits for students' vocabulary acquisition. What Nahar (2024) recommends, however, is that flipped learning may help with vocabulary acquisition but may not be suitable for all types of instruction. Stemming from this, a post-pandemic EAL teacher may want to factor in time and the efficacy of flipped learning with vocabulary acquisition rather than invest in flipping all language lessons. A realistic and strategic approach may be merited.

2.4.3.3 Digital Literacy:

The Digital Learning Advisory Committee (DLAC) recommendations will be discussed in Chapter 5, with a focus on developing teachers' digital literacy skills (Government of British Columbia, 2023). Stemming from the pandemic, this governmental policy advisory committee focused on the needs of post-secondary teachers. However, inequities in digital literacy were also seen in EAL students. Quickly shifting to ERT, many instructors found that their learners had varying degrees of the knowledge and skills required to be digitally literate (El-Metoui & Brown, 2021). Quite often, this was dependent on the students' socioeconomic status. El-Metoui and Brown (2021) discovered through their conversations with a digital pedagogy for ESOL

teachers' group in the U.K. that refugees and many recently arrived immigrants did not have access to a laptop. Addressing the digital literacy gaps for students proved to be quite a large challenge for some teachers (Baxter, 2020).

During the Pandemic, there was increasing frustration between teachers and administrators, as many in supervisory roles were also unfamiliar with best online pedagogy practices (El-Metoui & Brown, 2021). One teacher in the El-Metoui and Brown (2021) study stated, "Employers (are) expecting 'people to work from home' when people felt they were 'at home trying to work'" (p.12). The need for professional development to enhance the digital literacy skills of all stakeholders within a school or institution will be a priority for many in the post-pandemic world of education. This supports the recommendations from the Digital Learning Advisory Committee (DLAC) that will be explained in Chapter 5 (Government of British Columbia, 2023).

Although necessary in many respects, not everyone has fully embraced the movement toward enhancing a more technologically literate student and teacher body in schools. Hargreaves et al. (2023) examined the technological changes instigated by the pandemic, while also critiquing the positive policy recommendations made by committees and agencies, such as the DLAC (Government of British Columbia, 2023). Rather than accepting that technology used to deliver education can be beneficial for all involved, Hargreaves et al. (2023) drafted the CHENINE (Change, Engagement, and Innovation in Education) Charter (2023) to provide a framework for educators to question why and when technology should be used in teaching. The top four key assertions from the group include:

1) Technology cannot and should not replace highly qualified teachers and professors.

2) Some technological resources and platforms can and do provide excellent enhancement for learning, but access to these resources is unequal across families and has also been variable, due to different levels of teacher interest and expertise with technology, throughout our schools, universities and communities.
3) We have the opportunity to resume formal schooling and university learning after COVID on a new, higher level of engagement and capacity.
4) The case and conditions for creating universal, equitable and inclusive access to technologically enhanced learning, engagement and innovation for all students, everywhere, as a basic human right, could not possibly be stronger than it is now (Hargreaves et al., 2023, para.4-7).

Linking back to the research question informing this dissertation, the questions posed to the teachers elicited both positive and negative reactions towards a shift towards digital literacy and their implications on teaching practice. These reactions will be explored in Chapter 4.

The Post-Pandemic EAL classroom must consider equity, inclusivity, and access because this is a human right, as the CHENINE group advocated. This is enshrined in provincial policy through Section 8 of the British Columbia Human Rights Code, specifically the Duty to Accommodate section (British Columbia Human Rights Code, 2022). As a human right, access to learning through any medium (including a digital one) profoundly influences pedagogic practices.

Regardless of digital literacy capability, all students should be granted the means to learn. This is likely to have a significant impact on teaching English as an additional language post-pandemic. If accessibility is now in policy, the teacher may consider developing their own digital

literacy and that of their learners. I looked for instances of this possibility in the questionnaires and interviews given to the participants. Their responses will be presented in Chapter 4.

If the aforementioned pedagogic trends mentioned in this chapter are cross-referenced with the major theories of SLA between 1920-2020, we can take one step further to define a post-pandemic theory of second language acquisition. Based on the post-pandemic literature of SLA mentioned in this section, I will revisit the three emergent streams that have garnered attention so far: UDL, flipped learning, and digital literacy.

Firstly, an awareness of UDL and its application to teaching English as an additional language has gained traction (Kilpatrick et al., 2021; Shastri & Clark, 2021; Hu & Huang, 2022). Allowing learners to access course content through different modalities, while incorporating more equitable access, creates an environment that facilitates learning an additional language, now possible across many institutions. The literature on this topic is growing, and research shows further connections between UDL and language acquisition. It has been posited that the COVID-19 pandemic has expedited this interest (Kyei-Blankson et al., 2024).

Secondly, the re-emergence of the flipped classroom theory has found a new audience in SLA research (Ma & Luo, 2022; Luan et al., 2023). The approach has been practised for over a decade (Bergman & Sams, 2012). However, the pandemic produced research showing that providing students with (mostly digital) content before a class reconfigured the synchronous class time more productively for learning EAL (Luan et al., 2023). This strategy, developed during the pandemic, evolved into what Singh and Arya (2020) identified as the “Hybrid Flipped Model.” This model centres around the ability to be delivered online (via videoconferencing) or in person.

Finally, and perhaps most significantly, the COVID-19 pandemic showed us the importance of having both instructors and students digitally literate (Government of British Columbia, 2023). As the world rapidly shifted online, the need to converse, teach, and work through a digital medium became necessary. From the literature, it is clear that there is now an obvious need to consider how to teach English as an additional language in both physical and digital classrooms.

When cross-referencing these three trends with previous theories of SLA, which have existed through the twentieth century and the early part of the twenty-first century, one key overlapping theory becomes evident. The socio-cognitive theories of SLA (Atkinson et al., 2007; Bown & White, 2010) emphasize that the learner's cognitive ability to learn a language depends on their affective response to the social and teaching environmental conditions, whether in-person or online. The actual location of the teachers and learners is important; however, a "classroom" could operate in a virtual or physical space. Socio-cognitive theory in SLA aligns with the three main emergent themes: UDL, the Flipped Classroom, and the necessity for digital literacy, which all focus on the conditions for learning.

2.5 Conclusion:

In conclusion, the overview of the historical SLA theories and positions mentioned in the literature review of post-pandemic research has provided a solid basis for understanding what lessons EAL teachers may have gleaned from the COVID-19 pandemic. The review of the literature presented in this chapter provides a comprehensive overview of SLA research up to and including the pandemic. The post-pandemic research (although limited) leads us to conclude that the conditions for the socio-cognitive work of language acquisition can be fostered by creating a supportive and equitable teaching environment, either online or F2F. It seems clear

that the increased digital literacy of teachers and students demanded by the pandemic will create new avenues for learning English as an additional language, provided there is equal access to technology.

The research question for this dissertation is, "How (if at all) has the COVID-19 pandemic changed the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" The literature explored in this review confirms that, although in other contexts, it appears clear that a change has occurred and provides an understanding of the post-pandemic pedagogy of SLA to frame my qualitative research. This research will contribute to the future body of literature on Post-Pandemic Pedagogy in Second Language Acquisition by offering practical SLA teaching strategies gleaned from the experiences of EAL teachers who taught during the COVID-19 pandemic. These teaching strategies will be presented in Chapter 5. In turn, these strategies could help inform post-pandemic curricular changes in colleges that offer English as an additional language courses.

In the next chapter, I will outline the processes undertaken to formulate the methodology adopted for this research study. I will explain how the decisions made for the research question, tools, data collection, and data analysis were justified. Focused attention will be given to my positionality within the research process and my paradigmatic stance. Braun and Clarke's (2019) reflexive thematic analysis (RTA) and Brookfield's (2017) four lenses of critical reflection framework guided this next chapter by providing iterative and reflexive models to contemplate how the research unfolded ethically and thoroughly.

Chapter 3: Methodology

3.1 Introduction:

This chapter will constitute the methodology section of my dissertation. The title of my research, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" serves as a starting point to help me describe why and how I engaged in this research project. The why of this dissertation will be addressed by establishing my paradigmatic and methodological stance towards this project and research in general. The how will be stated by discussing and justifying why the data collection and analysis tools were employed. This chapter will also expand on my "outsider" and "insider" positionality as an EAL teacher and how that informed my engagement with the research and the participants. The data will be analyzed using Braun and Clarke's (2021b) reflexive thematic analysis (RTA), as it was deemed the most appropriate approach for the qualitative data I collected. To conclude, I will summarize how I ensured academic rigour and trustworthiness while addressing possible limitations in the research design.

3.2 Qualitative Research and Paradigmatic Stance:

To begin this section, I must first clarify why qualitative research was employed in my study. The data collected for this dissertation were gathered through open-ended questionnaires and semi-structured interviews, which are tools commonly used in qualitative research. Bazeley (2020) writes, "Qualitative research describes a family of approaches that focus on the qualities of phenomena, rather than their quantities" (p.6). Focusing on the qualities of phenomena rather than their number remains at the philosophical core the difference between qualitative (qualities) and quantitative (quantities) research. Although mixed-method approaches can employ both research strategies, their historical paradigmatic differences lie in epistemological views on the

acquisition of knowledge (Lincoln & Guba, 2000). Quantitative research, although perhaps beneficial for studying certain phenomena that require statistical analysis, is often incongruent with social science research, as this field focuses on the complexity of human experiences.

I chose a qualitative approach since I believe there is no uniformity or universality when studying how the same phenomenon impacts different people. Merriam and Tisdale (2016) state, "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 6). Since I was interested in interpreting the teachers' experiences during the COVID-19 pandemic, it was apparent that a qualitative approach was the most suitable. As I aimed to listen to the stories and reflections of the TEAL practitioners themselves, an interpretivist and qualitative research approach was considered more suitable than the positivist and post-positivist approach, which seeks 'objective' data or facts. This approach also aligns with what Geertz (1973) identifies as studying 'storied lives.' I will further explain a critique of positivism and research later in this section.

However, there are several challenges associated with engaging in qualitative research. Firstly, the time required to conduct semi-structured interviews (for instance) is challenging. Since the qualitative researcher works with individuals who operate on their own unique schedules, arranging meetings with participants can be challenging. I will explain how I addressed this challenge in Section 3.6. Secondly, data accumulation and analysis require an element of reflexivity that demands a subjective interpretation of the findings while striving to be as objective as possible and citing and documenting the process whenever possible. Sections 3.12 and 3.13 will address this. Finally, a challenge to qualitative research comes from positivist claims that qualitative studies lack the "rigour" required for knowledge production. This

challenge will be handled in section 3.14. Despite these obstacles, I will show how my research was thoroughly and thoughtfully created and conducted. Before addressing the abovementioned points in this chapter, I will first clarify what a “paradigmatic stance” in research is.

A paradigmatic stance is a statement that locates my work within a particular “dimension” of research. It outlines my philosophical view on how knowledge can be attained through research. I drew on Lincoln and Guba’s (2000) paper, Paradigmatic Controversies, Contradictions, and Emerging Confluences, to situate my stance. The authors highlight the need to locate a paradigmatic position, even though stances (for example, constructivist and critical theory) may overlap and that no “clear” distinction is always possible. The authors delineate four major paradigmatic stances as they pertain to the accumulation of knowledge:

1) Positivism/ Post-Positivism- accretion-"building blocks" adding to "edifice of knowledge"; generalizations and cause-effect linkages
2) Critical Theory- historical revisionism; generalization by similarity
3) Constructivism- more informed and sophisticated reconstructions; vicarious experience
4) Participatory- in communities of inquiry embedded in communities of practice (Lincoln & Guba, 2000, p. 170).

My paradigmatic stance is located within the empirical/ interpretivist realm of research. Interpretivism in research involves “meaning making” through interactions between researchers and participants, where the researcher employs their own epistemologically subjective understanding of the data (Kivunja & Kuyini, 2017; Scott, 2017). This realm would overlap with the constructivist and participatory paradigms mentioned above because the interviews in my research were participatory and focused on vicarious experiences. Furthermore, the participatory

stance within this research is also exemplified by the involvement of a TEAL community of practice instigated by the pandemic. Adopting an interpretivist paradigm entails a series of approaches and assumptions that should be considered and questioned when engaging in research. I will explore these considerations in Section 3.3 below.

3.3 Assumptions:

For the research in this dissertation, as mentioned above, I adopted an interpretivist paradigm. This paradigm accepts the potentially biased nature of any data from the interaction between a researcher and participants. Although interpretivist research acknowledges that knowledge is co-constructed and subjective, it also requires critical reflection (Klein & Myers, 1999). Brookfield (2017) outlines how uncovering and identifying assumptions is a key component of critical reflection. He proposes that uncovering assumptions is a primary task for any critically reflective practitioner. These assumptions can be hegemonic (uncovering levels of power, white supremacy, or sexism), paradigmatic (questioning held beliefs on teaching), prescriptive (asking what we think education ought to be), and causal (interrogating how we think we can change the learning process) (Brookfield, 2017). Below, I will explain how I aimed to ensure that I acknowledged these four types of assumptions in my research.

Firstly, the hegemonic assumptions I attempted to uncover primarily lie in my position within the research dynamics. As a white cisgender middle-aged man, I remained cognizant that my gender and race have traditionally held an unequal balance of power. This asymmetrical power balance could distort the semi-structured research interviews and data if I did not try to address my positionality. The next section will elaborate on how my positionality correlates to my relationship with the participants and how it could impact the research outcomes. This is important in all research (Acevedo et al., 2015). Still, it is especially pertinent, considering that

the teacher participants had extensive experience working internationally or with students from diverse cultural backgrounds. As the findings in Chapter 4 will show, some teachers were acutely aware of the power imbalances faced by their students, especially during a global pandemic. This aligns with Kumaravadivelu's (2005) parameter of possibility, which encourages language teachers to reflect on their social positions and consider how they may or may not perpetuate social inequities.

Secondly, my paradigmatic assumptions were questioned through my research, as the teacher participants' experiences during the pandemic did not align with mine. One paradigmatic assumption I held was that teachers represent the public and that if the public sector employs us, then we should work to promote the values of public education. Privately funded schools and ventures would be antithetical to this view since a for-profit system would prioritize financial gain over a student's learning. However, through some of the interviews with the EAL teachers, I was told that the shift to ERT during the pandemic could provide business opportunities to those with entrepreneurial leanings. The argument is that if someone profits from the crisis, it may as well be the teachers themselves. The view challenged my presuppositions that most teachers working in publicly funded post-secondary colleges prioritize provincially supported education.

Thirdly, my prescriptive assumptions about the college where I work were questioned. Brookfield (2017) writes, "Organizational mission statements and professional codes of practice are good sources for revealing prescriptive assumptions" (p.6). The institution's mission statement, where I work, reads, "Cascade College (pseudonym) commits to its pledge of enhancing the lives of both students and members of the community" (Cascade College, 2019, para. 2). Although a noble cause, the return to in-person classes after the COVID-19 pandemic and the switch to ERT tested this statement. Once full-in-person classes resumed at Cascade

College (pseudonym) in 2022, the opportunity to "enhance the lives of students" through more equitable pedagogical practices, leveraged during ERT, seemed to disappear. The lessons of teaching during a pandemic were not lost on the teacher participants in this dissertation. Unfortunately, many of these lessons appear to have been lost at the college where I work. I will examine this further in Chapter 5.

Finally, the causal assumptions I made about the switch to ERT due to the pandemic and how the EAL teachers may have changed their practice were significant. Since I was teaching in the spring of 2020, l had to handle a challenging situation like everyone else. However, as the answers to questionnaires and interviews in Chapter 4 will show, there was no universally consistent reaction to this event. Another casual assumption that remained latent within my research was that "online learning" could never be as effective as "in-person learning," particularly when learning an additional language. The findings presented in Chapter 4 will also show how this assumption was gradually challenged. Also, the literature on universal design for learning (UDL) and EAL in Chapter 2 shows that advances in digital literacy skills of teachers and students can increase equitable access to learning by providing multiple ways for the students to demonstrate their learning. This does not always require face-to-face interaction.

To conclude, my assumptions regarding the answers to the research question "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" took many turns. Brookfield's (2017) four types of assumptions and his four lenses of critical reflection provided me with a heuristic to critically analyze my presumptions as I worked through the research methodology process. Through this process, I feel confident that the

research presented in this dissertation is nuanced and thoughtful. At this point, I would like to clarify my positionality within the research process.

3.4 Positionality:

Lincoln and Guba (2000) assert that method choices are rooted in underlying value systems (axiology) and should be brought to the forefront of any research. Central to establishing my interpretivist stance is locating my researcher positionality. In the same way as identifying Brookfield's (2017) hegemonic assumptions, addressing positionality refers to acknowledging one's gender, ethnicity, and background in research (Alcoff, 1988; Crenshaw, 1991; Acevedo et al., 2015). As a white, middle-aged man of Anglo-Saxon descent, I represent a group that has historically held power at the nexus of power for the last four centuries. I have remained conscious of this as I taught English (a language of colonialism) over the past two decades. In this sense, I acknowledge that I have benefited from my race and gender throughout my career. I also accept the fact that I have perpetuated colonial ideals through the topics I have taught and how I chose to present them. These realities have provoked me to reflect on my unconscious bias as I began the research process.

Positionality also indicates the researcher's orientation concerning the participants and the topic. A researcher can be an 'insider' or 'outsider' regarding their relationship with those involved in the research (Braun & Clarke, 2013). An insider possesses characteristics similar to those of the participants in the study. Examples of insider traits include sharing the same gender and ethnicity as those who have agreed to participate in a qualitative research project (Braun & Clarke, 2013). An insider position also shares knowledge of the background of the study with the participants. An example of an outsider position in research is a social scientist from Canada studying educational practices in India. Le Gallais (2008) noted, however, that the

insider/outsider position is not always clear and that spending more time with those being researched blurs this distinction. Significantly, for this dissertation, positionality and reflexivity are intertwined (Bukmal, 2022). As I researched the participants' unique experiences, I would also be considered an outsider in the research. However, I could also be considered an insider, as I have been an EAL tutor and am familiar with the systems within which my participants work. This is significant to this dissertation because it stresses my need to be reflexive.

Returning to interpretivism in research, Loseke (2013) writes that the goal "…is to understand the complexity of the human experience. The researcher is a student of social life, and the researcher is a social member; hence, complete objectivity is not possible" (p.22). Paradigmatically, I believe that objectivity in research is untenable. Positivist and post-positivist stances that knowledge is "out there" and assertions that researcher positions are bias-free may be problematic (Giroux, 1979; Saltman, 2018). Any research undertaken is value-laden since it should highlight rather than hide the background and motives of the researcher and those being studied. Lincoln and Guba state, "values feed into the inquiry process, choice of the problem, choice of the paradigm to guide the problem, (and) choice of theoretical framework…" (2000, p.169). In other words, values guide every aspect of research. To ignore them would be to discount my role in the research and my position as a researcher.

An axiological stance foregrounds values and positionality in research. It considers why the researcher chose the topic and how academic research (in this case) may display issues of gender, colonialism, and power dynamics (Castleden et al., 2015). As my research was conducted in the province where I was born, it was feasible that many of the participants who agreed to participate in the research harboured similar values to mine. My educational values stem from the British Columbia colonial educational system in which I was raised. This system

was implemented across the province with particularly devastating effects on Indigenous communities (Truth and Reconciliation Commission, 2015). My ongoing questioning of my colonial education feeds into my values. My specific axiological position signifies that the research undertaken complements my adoption of Braun and Clarke's (2019, 2021b) reflexive thematic analysis (RTA) since I was conscious of my values as the interviews unfolded. I will expand on RTA later in this chapter.

Regarding my values and positionality, I felt that the experiences of EAL practitioners brought on by the pandemic are multifaceted. I needed to ask myself how the pandemic has affected me and how it may (or may not) have changed my teaching practice. Although I have found positive benefits to teaching in different ways throughout the pandemic, if a teacher had a negative experience, this highlighted the need for well-structured questions to elicit more nuanced and balanced data. To consider these situations, I referred to Hargreaves's (2005) work on researching teachers' reactions to educational change while also considering the work done by Larsen-Freeman (2011) on complexity theory in SLA and Brookfield (2017) on critical reflection. Hargreaves (2005), Larsen-Freeman (2011), and Brookfield (2017) not only demonstrate that change brought on by unexpected events can offer areas of exploration for educational research, but also that researchers should be aware that any reaction to change will conceivably be distinct among teachers at different stages in their careers.

As mentioned earlier, my insider knowledge of the TEAL profession provided insight into this assertion, given my 20 years of experience in TEAL, which is similar to that of most teachers who participated in the dissertation. My familiarity with TEAL would enable me to better identify clues in the data, as I could understand the context in which the teachers were working. I will provide information on the teacher participants in section 3.7 below, including

their career stage (see Table 1). Before that, however, I will provide the background context behind the creation of the research question for this dissertation: "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" I will now outline how my ethics review process ensured that the research was conducted respectfully and ethically, as well as how I recruited the participants.

3.5 Ethics Review and Recruitment Process:

Before starting the study, I had to receive permission from the University of Glasgow's Ethics Forum. Permission depended on their being satisfied that the research was being conducted ethically and that the well-being of the participants was at the centre of the endeavour. I also relied on the guidelines set out by the British Educational Research Association (BERA) (2018) and completed the TPS 2 CORE research modules established by the Canadian Panel on Research Ethics (2024). The BERA (2018) ethical framework and the Canadian TPS 2 CORE (2024) modules were beneficial as they clearly outlined measures to avoid harm to participants, informed the content of the consent form, and provided guidance on ensuring confidentiality.

Four tactics were employed to recruit willing participants for the research. Firstly, I reached out to teachers at my institution. As a smaller rural college in British Columbia, there are few EAL instructors, and only one instructor agreed to participate. Secondly, I accessed the minutes from an annual articulation meeting of EAL instructors in the post-secondary sector in British Columbia, which included the emails of program directors from various schools across the province. I emailed all of them with the study details, asking if they would be interested in participating. Thirdly, I attended the annual provincial British Columbia Teachers of English as an Additional Language (BC TEAL) conference in Vancouver and met some willing

participants. Finally, within the questionnaire (see section 3.7), I added a “snowballing” question to recruit participants willing to participate in interviews (Noy, 2008). This was successful as I managed to find another keen participant.

Participants were contacted formally by email. Before sending the consent form, I wrote a brief one-page introduction explaining the purpose of my research. Since I did not know most of the participants, I found this a helpful tactic because it provided the teachers with context for why they were being asked to participate. The primary objective of this introductory page was to establish my credibility as a researcher genuinely interested in their experiences (Negrin et al., 2022). Additionally, I aimed to clarify the benefits of this research as they relate to the study of SLA. I mentioned that their input would help inform a definition of Post-Pandemic Pedagogy in second language acquisition for my dissertation. The aim was to incorporate their reflections and experiences to inform their practice and shape future teaching strategies in SLA.

Once the teachers had agreed to participate, I emailed them the participant information sheet and a consent form for their signature. The participant information sheet outlined how the research could benefit the participants and inform future studies in SLA. It read, “This project intends to contribute to scholarly research in teaching and learning and help EAL college instructors reflect on how the pandemic may have potentially impacted their pedagogic practice” (Appendix 2). The participant information sheet also described the time commitments required and how the research would be used, as well as by whom it would be accessed. The consent form outlined how the data would be handled and how confidentiality would be addressed. Furthermore, it stated that participation in this research was voluntary, and participants could opt out at any time without providing a reason. This was an integral part of the form, as although the research was designed to minimize risk to the participants, the questions asked could be

triggering, given that the pandemic years were traumatic for many (Panel on Research Ethics, 2024; BERA, 2018; Koch & Park, 2022). Throughout the process, the well-being and respect for the participants were central. After the consent form was signed, a questionnaire was distributed via e-mail to the eight EAL instructors. I will now turn to the participant profiles.

3.6 Participant Profiles:

Eight participants agreed to take part in this research. Seven worked as faculty at post-secondary colleges in British Columbia, Canada, with one at a college within a research-intensive university. Seven teachers worked in an urban area, with one teaching in a rural area. All participants completed the pre-interview survey questionnaire, and five teachers agreed to participate in a one-on-one semi-structured interview. The number of years of teaching English as a foreign language was accessed through each teacher's LinkedIn account. These accounts were provided to me upon my request. Three could be considered late-career (25 years or more), while five fall into the mid-career category (14-25 years). As each teacher fell into the mid-career/ late-career category, it could be argued that shifts in pedagogic practice were more identifiable because they had a richer repository of teaching experience from which to draw.

Table 1: Participant Profiles

Teacher Number	TEAL Experience Level	Pre-Interview Questionnaire Y/N	Interview Y/N
I1	34 years	Y	N
I2	24 years	Y	N
I3	14 years	Y	Y
I4	20 years	Y	Y

I5	29 years	Y	N
I6	17 years	Y	Y
I7	28 years	Y	Y
I8	16 years	Y	Y

The composition of the participant group would be generally considered homogeneous. Homogeneity in qualitative research requires that the participant group share common expert knowledge in a particular discipline (Trotter II, 2012). The homogenous participant group, in this case, shares many years of EAL teaching experience and lives (and works) within the same province of British Columbia. This is significant for this dissertation for two reasons. Firstly, since the teachers worked at post-secondary colleges in B.C., they were all subjected to the same COVID-19-induced educational policy changes directed by the British Columbia Ministry of Health (Government of British Columbia, 2023). Secondly, the homogeneous composition of this participant group helps ensure that questions regarding the appropriate number of participants for valid research can be addressed (this will be explored further in the 'Addressing Rigour, Trustworthiness, and Limitations' section later in this chapter).

In British Columbia, EAL teachers in post-secondary education are required to possess (at a minimum) a recognized EAL teaching certification (e.g. CELTA, Thompson Rivers University Teaching English as a Second or Other Language Certificate (Standard One), University of British Columbia (UBC) Certificate in Teaching English as a Second Language). Furthermore, most post-secondary institutions in B.C. explicitly require candidates for their

English-language programs to have an MA in Applied Linguistics and/or TESL. All participants in the dissertation possess at least one of the certifications listed above. This is important for two reasons: firstly, requiring teachers to possess pedagogical experience is unique to post-secondary institutions in B.C. Most instructors and professors teaching at colleges and universities are content experts first (e.g., Chemistry, Mathematics, Trades) and do not typically require a recognized teaching credential for employment. In this case, the teacher participants in this dissertation were unique within the college system, as they possessed both theoretical and teaching experience to identify a significant change in pedagogical approaches. This is not to say that other teachers in different disciplines did not possess pedagogical training, but it is important to note that all EAL instructors in British Columbia colleges did.

Secondly, since all of the teachers in this dissertation possessed a recognized EAL teaching certification, they had the theoretical foundation to identify different pedagogic EAL teaching strategies and could potentially draw upon this knowledge as they switched to ERT. This informed my findings, as I knew there would be a common understanding of pedagogic theories and strategies, and potentially, an awareness of employing different plans during the pandemic.

As mentioned in Section 3.5 above, to build rapport with these participants, I wrote a personalized account of the research's reasoning (Appendix 3). I articulated who I was, my background, and my wish to hear their views and experiences. This tactic, combined with the pre-interview questionnaire (see Section 3.8 below), facilitated the semi-structured interviews. These approaches proved to be successful, as the teachers provided me with a rich, honest, and comprehensive account of their experiences. This culminated in the accumulation of over 200

pages of interview data. The steps I took to ensure my interest in their thoughts resulted in well-rounded data. These thoughts will be outlined in Chapter 5.

3.7 Methods and Tools:

From this point, I will outline the methods I employed to answer my research question. These methods were qualitative and were informed by my paradigmatic positions noted above. They also reflected my view that each participant would have experienced the phenomenon of emergency remote teaching during the pandemic. Since the individual nature of people's experiences and their view of the reality of the pandemic might have been radically different from others, this adhered to the interpretivist position that "realities are multiple and socially constructed" (Kivunja & Kuyini, 2017, p.34). I will begin by explaining the rationale of the pre-interview questionnaire and outlining how the questions were formed.

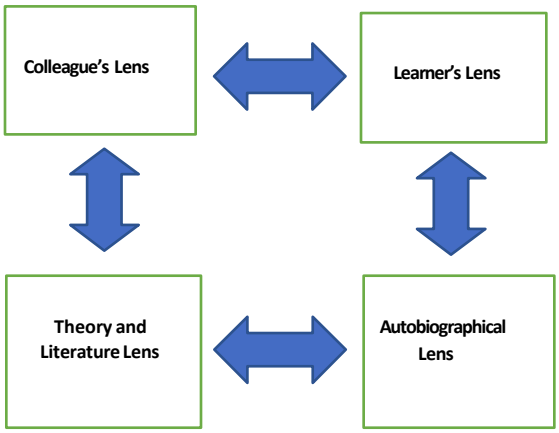
Secondly, I will discuss why semi-structured interviews were chosen as a follow-up to the questionnaires. This will be followed by a justification for using videoconferencing (in this case, Zoom) software for qualitative research. Following this, I will discuss how the interview data were transcribed. Next, I will outline how Braun and Clarke's (2021b) reflexive thematic analysis (RTA) was used for the data analysis. Finally, I will conclude by reflecting on the research methodology and its limitations.

3.8 Pre-Interview Questionnaire:

The questionnaire included seven open-ended questions, which were also used for the semi-structured interviews. These questions were created drawing on Brookfield's (2017) four lenses of critical reflection: 1) an autobiographical experience of learning, 2) the learner's eyes, 3) our colleagues' experiences, and 4) theoretical literature, to help understand one's teaching

practice. I have created a heuristic (Fig. 5) below, which illustrates the interlinked nature of the lenses in practice.

Figure 6: Brookfield's Four Lenses of Critical Reflection



Reflection is an iterative cycle designed to help an educator reflect on their teaching. Brookfield writes, "Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions" (2017, p.3). Brookfield's (2017) four lenses of critical reflection provided a helpful framework for developing the questionnaire questions, as the questions were designed to help participants reflect on their experiences from multiple angles. Utilizing the four lenses as a framework also helped set the stage for the interview by allowing participants time to reflect on each question (McGuirk & O'Neal, 2016).

The four lenses can be beneficial when studying a phenomenon like the switch to emergency remote teaching after the COVID-19 pandemic, since many educators' teaching assumptions may have been shaken. The findings from research on faculty experiences during the shift to ERT in Fung et al. (2024) stated, "Faculty members were confronted with attention management challenges from the loss of perceived control and sense of teacher presence during

ERT" (p.141). The first seven questions for the questionnaire were created with the reflective lenses in mind, with the eighth being the snowballing question mentioned above, and the final question asking if they would like to discuss these questions further in a one-on-one interview. These were the nine questions used for the questionnaire:

1) Before the pandemic, what was your experience of teaching online/remotely?
2) Did you get student feedback throughout your experience teaching remotely during the pandemic? If so, how did you do this?
3) How much contact did you have with your colleagues as you were teaching remotely during the pandemic?
4) Did you refer to any literature, blogs, or other resources to help you during the switch to remote teaching and learning? If so, could you mention some examples?
5) Did you make any alterations to your teaching and learning practice? If yes, could you provide an example?
6) Did you experience any specific challenges as we switched to emergency remote teaching? If so, could you provide an example?
7) Now that we have (mostly) resumed face-to-face instruction, are there any strategies you would keep or are keeping?
8) Is there anything else you would like to add? Is there anyone else you know of who might be interested in adding to this research?
9) Would you be willing to discuss these themes further in a one-on-one interview?

Questionnaires augment and complement research using quantitative methods (i.e., anonymous surveys) alongside qualitative methods such as interviews (Adamson et al., 2004; Osbeck, 2014). The two research methods are complementary and symbiotic, with one benefiting

from the other (Osbeck, 2014). However, my questionnaire had open-ended questions for the participants to respond to. This approach leveraged the utility of the survey method while remaining within the paradigm of qualitative interpretivism. Furthermore, I was able to quickly gather relevant data, which led to more detailed interviews.

3.9 Semi-Structured Interviews:

Since I was interested in discovering how the participants experienced the possible changes to their teaching practice brought on by a shift to emergency remote teaching (ERT) in more detail than a questionnaire could provide, I believed using semi-structured interviews was the best way to understand their thoughts. The questionnaires provided indications of their perceptions, but the interviews were intended to delve deeper into their experiences. Drawing on a survey of recent qualitative research articles involving providing questions in advance to interviewees, Maurer (2024) finds that the literature indicates there are "real benefits to disclosing questions in advance and on balance, it shows that advanced notice of questions is the preferred option by participants to enlist richer and more complete research data, as well as ensuring transparent and honest consent" (p. 38). I planned to interview eight instructors who were recruited from the online questionnaire.

The semi-structured interview process enabled me to follow up on comments made by participants in the questionnaire, opening up new avenues for discussion. Furthermore, the interviews allowed for the co-creation of knowledge through a reflexive process (Findlay, 2012). For semi-structured interviews to be compelling, however, a rapport must be built between the interviewee and me. I will elaborate on this process below.

Brown and Danaher (2019) recommend utilizing CHE (Connectivity, Humanness, and Empathy) principles while developing and conducting semi-structured interviews. While "not a

panacea for research dilemmas," the authors assert that the principles of CHE can help researchers support authentic interviews (Brown & Danaher, 2019, p. 76). I was cognizant of this approach during the interviews as I shared my challenges of teaching in an ERT situation. By sharing my teaching story through the pandemic, I intended to clarify that I empathized with many teachers' difficulties.

Coupling CHE with videoconferencing interviews could also substantiate the findings of Archibald et al. (2019), who found that rapport between the interviewer and interviewee increased when using Zoom compared to other remote methods, such as phone calls. Jenner and Myers (2019) also found no substantial difference in establishing rapport between videoconferencing and face-to-face interviews. They assert that being interviewed in a private setting (like at home) creates more authentic responses than being interviewed in public spaces (Jenner & Myers, 2019). Although their articles were published before the COVID-19 pandemic, their findings remain important to pandemic and post-pandemic research, as the literature since 2020 has shown an increased use of videoconferencing software for qualitative research (Dodds & Hess, 2020; Moises, 2020). In the next section, I will explain how videoconferencing (specifically Zoom) was used for my research.

3.10 Videoconferencing (Zoom):

The University of Glasgow's Zoom account was used to record and provide a transcription of the semi-structured interviews. The primary advantage of videoconferencing is its ability to provide access to interviewees across large geographic areas (Salmons, 2015; Jenner & Myers, 2019; Seitz, 2016; Winiarska, 2017). Although my research was limited to post-secondary institutions in British Columbia, Canada, the province's area is 944,735 square kilometres (HelloBC, n.d.). Zoom, therefore, became a necessary tool. Other advantages include

reduced costs, time savings, and increased comfort levels of participants (Grey et al., 2020; Moises, 2020).

There are, however, some potential disadvantages of using videoconferencing for qualitative research using interviews. These include data ownership, terms of service, permissions, the "backgrounds" in the participants' screens, and data privacy (Salmons, 2015). I ensured that these privacy concerns were addressed by clarifying that the data would be exclusively used in the University of Glasgow account, would be stored and removed in accordance with the ethical review requirements, and that the interviewees could control the background settings.

Another disadvantage of using videoconferencing for research is that the online interview may not be able to pick up non-linguistic cues (eye contact, gestures, etc), which could lead to a misinterpretation of answers (James, 2007; Salmons, 2015; Cater, 2011; Grey et al., 2020). I paid close attention to the interviewees' tone and facial movements while modelling my facial gestures to facilitate engagement (Seitz, 2016). Also, since research has started to emerge that through two years of working and teaching through videoconferencing platforms, teachers are more comfortable communicating through software like Zoom and Teams, it could be argued that the participants were able to give authentic answers that were not encumbered by using the digital medium (Main, 2024).

A growing awareness of artificial intelligence in qualitative research also influenced my approach to the transcriptions through Zoom. Artificial intelligence in interview transcription generation has reduced a process that traditionally took weeks or months to seconds. McMullin (2021) asks, "As technology improves and AI becomes increasingly able to create written text from recorded audio, researchers might ask—is human transcription even necessary?" (p. 141).

Although going through the Zoom transcripts was time-consuming, I returned to the data and read all the transcript recordings, looking for areas that were confusing. This allowed me to match the text closely with each participant's words and maintain a personal engagement with the data. I will expand on this process below by explaining my data transcription process, while addressing the challenges of transcribing data through videoconferencing software such as Zoom.

3.11 Data Transcription:

One issue I had to consider when using Zoom to collect the interview data was the accuracy of the transcriptions. The transcriber must make judgments to interpret utterances, idiomatic language, dialects, grammatical errors, and repetitions (Lapadat & Lindsay, 1999; Bokhove & Downey, 2018; McMullin, 2021). A decision must be made whether to collect a "denaturalized" verbatim (including all the incongruities) account or make a "naturalized" subjective edits, omitting areas to make the data more coherent (McMullin, 2021). I chose the "denaturalized" approach. However, Zoom transcriptions still make errors. Therefore, I went through the data line by line to identify any incongruities, which I could double-check against the video recording. This was time-consuming, but I felt the "denaturalized" transcription was as accurate as possible. I felt satisfied that I had a precise record of the participants' words and that I was cognizant of my subjective interaction with the transcripts in keeping with the reflexive thematic approach. I agree with Lapadat and Lindsey (1999), who conclude, "We want to emphasize that it is not just the transcription product—those verbatim words written down—that is important; it is also the process that is valuable" (p. 82).

I referred to Braun and Clarke's (2021b) reflexive thematic analysis (RTA) to engage with the transcriptions. RTA "emphasises the importance of the researcher's subjectivity as an

analytic resource, and their reflexive engagement with theory, data and interpretation" (2021b, p.330). Coupling RTA with denaturalized transcriptions made me confident that the codes and themes produced through the data transcription analysis were strong. Furthermore, through this process, I was cognizant of what Brinkmann (2018) called the "interviewer's monopoly of interpretation" (p.1017).

I removed identifying markers, such as names and places, to increase data privacy and improve clarity. I assigned each interviewee a new anonymized "name." For example, "John" (not his real name) became "I3". Anonymization in qualitative research is meant to preserve research integrity by maintaining the participants' privacy. However, Wang et al. (2024) argue that researchers should ask participants whether they wish to use their real names, as this can create a more equitable power balance. While acknowledging Wang et al.'s (2024) stance, research into such a stressful event as the pandemic made me feel it was not appropriate to ask the participants if they wanted to waive their anonymity.

I chose not to use qualitative research software such as NVivo, Atlas.ti, or MAXQDA, when analyzing the data. This software can identify codes and themes from the data much quickly than manually analyzing the data. As Sari et al. (2024) state, "One of the most important benefits of using AI in educational research is the ability to analyze large amounts of data quickly and accurately" (p.105). Although artificial intelligence could have facilitated the ease of transcribing interview data for qualitative research, I engaged with the interview transcripts more personally, as I felt this approach was more in line with the interpretivist stance (Creswell & Poth, 2016).

3.12 Data Analysis:

Braun and Clarke's (2021b) reflexive thematic analysis (RTA) system for qualitative data was used to analyze the interview data. The reflexive thematic analysis (RTA) researcher looks for codes within the data that may inform larger "chunks" or themes. This form of data analysis helped to interpret participant experiences. Byrne (2021) reminds us that Braun and Clarke's thematic analysis must also be "reflexive." He writes, "Prospective proponents of RTA (Reflexive Thematic Analysis) are discouraged from attempting to provide accounts of 'accurate' or 'reliable' coding" (Byrne, 2021, p.3). Reflexive research, simply put, is

positioning oneself within the research (Holmes, 2020). Braun and Clarke (2019) claim that for thematic analysis to be reflexive, each researcher's interpretation of the data may differ. In Braun and Clarke (2021b) and Brookfield (2017), we see a unifying acknowledgement that the experiences of both the researcher (or teacher) and the interviewee are unique.

When analyzing the data, I had to decide whether to adopt an inductive or deductive approach. A deductive approach uses a hypothesis and research and/or theoretical literature to check whether the assertion can be measured and verified. This approach has the research's theoretical underpinnings preset, and the data analysis attempts to confirm or deny the theory (Scott, 2017). On the other hand, an inductive approach to data analysis originates in grounded theory (Glaser & Strauss, 1967). The inductive approach has the theory emerging from the data. As Kawulich (2017) states, "the data are allowed to speak for themselves in terms of the researcher's interpretation of them" (p. 771). Since I have adopted an interpretivist stance, I have employed an inductive approach. Interpretivist paradigms and inductive analysis have historically been complementary, as they are dialogic in nature (Scott, 2017). Both interpretivist paradigms and inductive analysis work symbiotically to acknowledge that knowledge can be co-constructed through dialogue by two or more research participants, including the researcher.

Braun and Clarke (2021b) also stressed that it was not the amount of data that was important but how it was interpreted. If I were overly concerned with the numbers, I would enter a realm of post-positivist conviction (Braun & Clarke, 2021a). I planned to avoid this by being as transparent as possible regarding my paradigmatic stance, methods, and data analysis. Regarding reflexive thematic analysis and coding reliability, Braun and Clarke (2021b) write:

> Demonstrating coding reliability and the avoidance of 'bias' is illogical, incoherent and ultimately meaningless in a qualitative paradigm and in reflexive TA, because meaning and knowledge are understood as situated and contextual, and researcher subjectivity is conceptualised as a resource for knowledge production, which inevitably sculpts the knowledge produced, rather than a must-be-contained threat to credibility' (p.343–344).

I was familiar with creating codes and themes using RTA because I had previously engaged in small-scale qualitative research. However, the process for this dissertation was more intensive due to the amount of data. Opting not to use software like NVivo to generate themes and codes indicated the RTA process, as I created a system tailored to my understanding of the research. I used the in vivo qualitative research method to create my codes and themes. In vivo research uses the actual words and phrases of the participants to generate codes and themes (Manning, 2017). Manning (2017) writes, "After in vivo codes are developed, more complex or nuanced categories are developed through axial coding" (p. 1). In this sense, axial coding identifies larger themes through the codes. I will explain my inductive procedural sequence below:

1) As I re-read the transcriptions after making the formatting changes, I looked for keywords or phrases that touched directly on my research question.

2) As I found commonalities in responses, I highlighted the word or phrase with a colour.
3) I created a "key" for the coding colours. For example, "flipped learning" would be red, "assessment and grading" would be grey, and so on… 14 initial codes were made (Appendix 5).
4) To generate axial codes and develop themes, I looked for words indicating positive or negative affect. Through this process, I came up with "Positives," Negatives," and "Changes" as overarching themes.
5) As I transferred these themes and codes to a virtual mind map (Appendix 6), I edited the number of codes. Ultimately, I had three themes and seven codes (see Table 2 in Chapter 4).

The research data analysis was time-consuming but necessary because returning to RTA and engaging with the data allowed for more profound reflexivity than relying solely on technology to populate the codes and themes. As I worked through the process, I kept a reflective journal to record my thoughts regarding the research progression. Another strategy I employed while analyzing the data was to create an electronic portfolio (ePortfolio). My dissertation ePortfolio evolved into a platform where I could continue to build after its submission and integrate it into my broader body of academic and professional work. Thibodeaux et al. (2020) conclude in their research on graduate students and their adoption of ePortfolios that "70% (2018) of former students indicated they are still using their ePortfolios beyond their program of study" (p. 24).

3.13 Addressing Rigour, Trustworthiness, and Limitations:

For my research data to be considered rigorous and trustworthy, I strove to acknowledge my positionality and values within the research (Lincoln & Guba, 2000) and ensure that the interview questions had been thoughtfully constructed, using Brookfield's (2017) four lenses of critical reflection. Furthermore, I notified the participants of the ethics procedure to remind them that the data will be secure (BERA, 2018) and analyzed the data reflexively using Braun and Clarke's (2019, 2021b) RTA method. Following each of these steps, I felt that the research process to collect and analyze the data to answer my research question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" was robust and ethical. However, I was aware of possible limitations of the research process, which will be discussed below.

Firstly, I grappled with the question posed in the paper: How many qualitative interviews is enough? (Baker & Edwards, 2012). In it, the authors surveyed 19 established researchers in the social sciences, with some researchers suggesting 500 and others indicating that one would be enough (Baker & Edwards, 2012). The concept of data saturation in qualitative research refers to the point at which researchers studying a particular topic reach a stage where the amount of data is deemed adequate, as it yields no new insights (Hennink & Kaiser, 2022). Hennink and Kaiser (2022) conclude their systematic review of qualitative research literature by suggesting that sample sizes of 9 to 12 are an adequate mean. However, one crucial factor is the sample group's homogeneity versus heterogeneity (Robinson, 2014). As I focused on a particular homogenous group of teachers in a specific discipline, at similar points in their careers, and in a specific location, I felt confident that my research question was adequately addressed with the number of interviews I conducted, while acknowledging they might appear heterogeneous in other areas.

Furthermore, the transcripts and responses I collected provided me with high-quality data. Had I done more interviews, I believe this data would not have been enriched. The interviews were well-planned and well-constructed, eliciting fulsome responses to my research question.

The second question I asked myself was, “Are the codes and themes I created reliable?” Unlike reliability in quantitative data analysis, which focuses on numerical patterns, reliability in qualitative research centers around the issue of trustworthiness (Coleman, 2022; Nowell et al., 2017). O’Connor and Joffee (2020) assert that quality in qualitative research could be achieved through intercoder reliability (ICR) methods. However, as the lone researcher, I returned to Braun and Clarke (2021b), who emphasized that approaches like ICR are incongruent with reflexive research, as the data analysis is meant to be subjective. Drawing on Porter’s (1993) critique of naïve realism in research, Horsburgh (2003) writes, “By means of reflexivity the researcher realizes that (s)he is an integral part of the world that (s)he studies and that neutrality and detachment in relation to data collection, analysis and interpretation are impossible” (p.308). I felt assured that the reflexive thematic analysis framework helped me remain confident in my established interpretivist paradigm. I felt more confident that my research was reliable, as Braun and Clarke (2021a) would argue, since trustworthiness is established through a thorough, reflexive engagement with one’s data and research process.

Expanding on trustworthiness in qualitative research, Horsburgh (2003) builds on Koch’s (1994) concept of creating an “audit trail” to ensure robust, reflexive, and principled findings. This audit trail provides a comprehensive and detailed account of how the researcher engaged with the data, documenting the steps taken throughout the process. More specifically, a qualitative research audit trail outlines each decision the researcher makes, allowing the reader to understand how the end product was reached. This audit trail “enables the reader to determine

whether the analytical comments, or claims, made by the researcher appear to be justifiable" (Horsburgh, 2003, p. 309). In response, I would assert that the steps taken throughout my research were trustworthy since this methodology chapter has documented in detail how I engaged with the research and recounted my decision-making process.

Furthermore, Bazeley (2020) also suggests that a trustworthy audit trail can be bolstered by memo writing while working through the research. As mentioned, I continually used two tactics to reflect on the research process. These included keeping a reflective journal to document my thoughts as they arose and creating an ePortfolio to store, organize, and curate my thoughts and data. These approaches kept me engaged with my data and provided evidence of thoughtful decision-making as I created my themes and codes.

3.14 Conclusion:

This chapter outlines the paradigmatic concerns and justifies the decisions made regarding the methodological issues of my dissertation. The impetus behind choosing my paradigmatic stance and the research tools was to address my research question, which aimed to study the post-pandemic pedagogy of college EAL instructors in British Columbia, Canada. This qualitative research project was predicated on the interpretivist position that knowledge is co-created by the researcher and the participants. The questionnaire and interview questions discussed in this chapter drew on Brookfield's (2017) four lenses of critical reflection, as they allowed for reflection on pivotal events through various lenses. Braun and Clarke's (2019, 2021b) reflexive thematic analysis (RTA) was employed to create codes and themes from the data. Central to the RTA method for data analysis is "deep and prolonged data immersion, thoughtfulness and reflection, something that is active and generative" (Braun & Clarke, 2019, p.591). Within this chapter, I aimed to establish my role in the data collection and analysis, as

well as how I engaged in this research. To address bias, I acknowledged that I possess an unconscious bias and endeavoured to remain as objective as possible throughout the process. This positioned me as an outsider (since the teacher participants were originally from different areas of Canada) and an insider since we collectively worked in an EAL teaching environment in B.C. colleges. The methods and tools identified above have explained how the research was conducted. The next chapter will discuss the findings arising from the data.

Chapter 4: Discussion of Findings

4.1 Introduction to Discussion of Findings:

The intention of the research undertaken for this dissertation was to identify whether the COVID-19 pandemic created any changes to the pedagogic practice of eight teacher participants in British Columbia, Canada and, if so, whether they continued to implement those changes post-pandemic. The reflections on their experiences form the basis of this chapter. The findings were derived from the data collected through questionnaires and semi-structured interviews. The data collected was organized into codes and themes, which will be presented and discussed in this chapter to shed light on the adjustments and changes made by teachers to their pedagogy due to the pandemic, as well as the reasons behind these changes. This research aims to contribute to the definition of a post-pandemic theory of SLA, helping to inform future directions in TEAL practice for teachers and programs. The teachers' reflections provide a framework for this definition, and their quotes will complement the key findings. This chapter will be divided into three sections, each representing one of the main themes.

The teachers shared how teaching during the pandemic presented challenges, including addressing digital literacy deficiencies, ensuring access to learning, and addressing mental health

issues. However, they also shared with me how their experiences helped them grow their practice and further develop their teaching ability in different modalities. Their reflections presented me with a rich vein of information to develop the three main themes: “educational equity,” “pedagogic shifts,” and “professional development.” Within each main theme, a series of complementary sub-themes exists. I will provide a brief introduction to each main theme and its sub-themes below, before delving into more detail in sections 4.4, 4.5, and 4.6. Table 2 in section 4.3 will include pertinent teacher quotes, providing examples for each code and theme. Before that, however, I will give a brief overview of the main themes.

4.2 Overview of Main Themes:

The first main theme is “educational equity,” which will encompass two sub-themes: “mental health and well-being” and “access to learning.” These sub-themes were placed within the main theme of educational equity, as they both acknowledge that equity in education involves recognizing that for students to learn, an acknowledgement of potential and real financial and mental health obstacles must be granted (Artze-Vega et al., 2024). These findings will show that the teachers who participated in this research acknowledged challenges beyond the classroom, such as monitoring their well-being and securing internet access for their students.

The second main theme, “pedagogic shifts,” will encompass the sub-themes of “flipped learning,” “hybrid delivery,” and “assessment and grading.” These sub-themes were placed within this theme since they centred around practical pedagogic shifts. The teachers discussed how they now possess new skills to teach their lessons. They shared how teaching during the pandemic allowed them to implement ideas for teaching that they had never used before. Examples include recording lessons, utilizing the learning management system, delivering asynchronous lessons, and removing deadlines. From their responses, I can confidently say that

the COVID-19 pandemic changed the pedagogic practices of these EAL teachers. I found similar examples in the literature, which showed that these pedagogic shifts were not limited to British Columbia (Day et al., 2022; Lee et al., 2022; Ferdig et al., 2020).

The final main theme is “professional development,” which will encompass the sub-themes of “capacity for training,” “digital literacy,” and “growth mindset.” These sub-themes provided a lens through which to examine the future of EAL within colleges in B.C. The teachers' reflections also provided insights for EAL programs and policymakers. These perceptions were sometimes critical of the proposed provincial policy changes and initiatives introduced in response to the pandemic. Finally, the sub-theme of ‘growth mindset’ concludes the professional development section by showing how the teachers demonstrated flexibility during the COVID-19 pandemic and have carried this resilience forward.

The themes follow a particular chronological order. As mentioned in Chapter 3, the questionnaire and interview questions were based on Brookfield’s (2017) four lenses of critical reflection. The nine questions elicited temporal reflections by focusing on the before, during, and after the COVID-19 pandemic. Firstly, the “Educational Equity” theme prompted many teachers to recount their experiences during the pandemic and how access issues were exacerbated. Although not entirely in the past tense, this theme tended to be more prominent during the discussion of the pandemic years of 2020 and 2021. Secondly, the “Pedagogic Shifts” theme prompted teachers to discuss how the pandemic has impacted their current practice. They talked about new teaching practices that they are currently implementing. Finally, the “Professional Development” theme looks forward to how these changes will impact provincial, school, and program policies. These three chronologically based themes correspond with Duffin’s (2022) stages of historical pandemic responses: blame, acceptance, and generation of new knowledge.

Relying on RTA, recent literature, and temporal positions enabled me to identify the themes presented in Table 2. Each subsection will recount how the experiences of the teachers who participated in this research contributed to each theme.

The findings within each theme all contribute to answering the research question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" This dissertation makes an original contribution to the understanding of teacher experiences of teaching EAL during the pandemic in the Canadian context. The findings from this research offer important pointers for future research and have implications for teachers and learners concerning EAL pedagogy and scholarship. Before I present the findings, however, Table 2 will be introduced below. It will include relevant teacher quotes to visually represent how the codes and themes were divided and organized.

4.3 Table of Teacher Experiences:

Table 2 (below) includes quote extracts from the teachers, which informed the reflexive thematic analysis employed in this dissertation. It is organized with the teachers' quotes in the left column and then corresponding initial codes, sub-themes, and main themes in the columns to the right. This table will serve as the foundation for the following sections:

Table 2: Themes taken from the TEAL teachers' reflections

Quotes	Initial Codes	Sub-Themes	Main- Themes

“I keep a keen eye on student mental health signals and step in early and often” "People were ignoring each other or not reaching out. I think it was really people had so much going on in their personal lives" “to be quite honest, I became more and more disconnected” “I'm more willing to connect with them (students). That is that because I've realized that connection with people is so, it is so essential for learning” “And when students feel like their teacher. it's just another way to show that you care about them. And you understand them, and you want to support them with their learning. They feel that connection. And maybe maybe it's a post pandemic thing like we need more connection because people felt so isolated”	Greater awareness of student/self well- being Social interaction/ Isolation	Mental Health & Well-Being	Educational Equity
“One really interesting thing happened. I had a visually impaired student that did not have a camera, so attended just by audio. I knew he was visually impaired and sent him accessible documents, but he asked me to not tell the class of his disability. He eventually did tell the class in a presentation at the end. He said it was the first time he felt totally included as he did not have to show his disability like previously in the classroom” “because Vancouver's so expensive, a lot of our students live outside. So the commute time is huge. And if students are you know, they are they're working really hard, they've got kids, and really helps them just to be able to go in their room and learn on Zoom. So a lot of students like it” “So people who can't afford to take the bus can't afford to get the time off. Can’t afford. Child care can't afford those kinds of things all of a sudden. They… this is an option for them” “I have gone 100% into UDL and mental health”	Students with disabilities feeling included Assistance with commuting & childcare Financial Challenges Universal Design for Learning	Access to learning	Educational Equity

" I still do some flipped type preparation and have students more of their own investigation or research. For example, to build knowledge or vocabulary about a topic." “I adopted my interpretation of the flipped classroom model and developed and assigned asynchronous work on the LMS on alternate days.” “They could play the video and audio recordings as often as they needed, watch video tutorials as needed, read texts at their own speed and again as many times as needed (the more the better!) and choose activities according to their interests and needs (some activities were optional while others were required).”	Adopting Flipped Learning Increasing uptake in LMS Making lesson recordings	Flipped Learning	Pedagogic Shifts
“The online work I think, works really well because students work at their own pace and can take breaks and take the time they need to learn concepts, practice etc.” "Now I teach one course, an asynchronous course. And so it (the pandemic) really it was, it was my training for that" “I still like teaching remotely, and I am glad that some schools offer hybrid options to learners and teachers”	Self-pacing Asynchronous Teaching	Hybrid Delivery	Pedagogic Shifts
“formal assessment and academic integrity became issues with some students” “rubrics became more important over Covid” “I used flexible deadlines with no points deducted”	Academic Integrity Uptake in Rubrics Removing deadlines	Assessment & Grading	Pedagogic Shifts
“I think a lot of people are doing more professional development now because it's available online” "Online material needs to be delivered in a very easy-to-navigate format. However, without ongoing curriculum development time, courses and programs can only go so far."	Easing of access to PD Continuing to learn different modalities	Capacity for Training	Pedagogic Shifts

“One of the most challenging aspects of emergency remote teaching and learning was that many students had limited digital skills” "I feel that I learned and benefited from having to teach online, but I think the student experience was sometimes less than ideal for those students who had poor tech skills, limited access to devices, or bad WIFI" “I will keep many of the digital tools that I have learned over the past few years and incorporate them into my classes” “Eventually, our organization developed digital literacy courses to support students before the start of classes. This was and continues to be very helpful”	Digital literacy skills/ student Digital literacy skills/ teacher Skills development	Digital Literacy	Professional Development
“There's a little bit more comfort in my skin like knowing that, like, yeah, like I am gonna something's gonna go wrong from a technical side. Or perhaps the way I envision this activity going might not be conducive to this online environment, in which I’m teaching right now. But I’ll learn from that, and that'll be okay" “In fact, I have chosen to not resume F2F. Despite the challenges, the isolation, the lack of connection, and the slowness of learners’ progress, it has worked” “It has made me very resilient and very flexible. Now, even more, even more because we had a cyber- attack in January. We had..we did everything. It was like, okay. okay, that's all right. Yeah, we've been through this before. Exactly. It's okay. We could do things in different ways”	Overcoming apprehension with technology Adapting to change	Growth Mindset	Professional Development

4.4 Educational Equity:

The first main theme to be discussed is the theme of educational equity. This was chosen as the first theme because it received the highest number of responses during the coding process. For instance, “Access to Learning” had 10 instructor quotes when I created my mind map of codes and themes (see Appendix 6). The aspiration of equity in education is built upon critical components of trust, belonging, and inclusive course and syllabus design (Artze-Vega et al., 2024). In Canada, the COVID-19 Pandemic lockdowns and social distancing measures produced

heightened feelings of isolation and anxiety among post-secondary students (Rashid & Di Genova, 2022). In the context of a global pandemic, Educational Equity would mean that all students would have access to learning, despite imposed health restrictions. Moving towards educational equity also requires an understanding that students (and teachers) can be grappling with mental and physical health issues that may not be apparent at first. In an effort to alleviate student mental health concerns, teachers adopted "well-being" checks into their lessons (see section 4.4.1 below). Furthermore, equity in education also involves access to education. Part of this access includes various modal delivery options to reach students who may not be able to physically attend F2F in-person classes (Artze-Vega et al., 2024). Through the reflections of the teachers surveyed and interviewed in this research, the sub-themes of mental health and well-being, as well as access to learning, surfaced as salient topics within Educational Equity.

Furthermore, these sub-themes were also identified in recent literature, which showed that EAL teachers (and many college teachers in general) foregrounded mental health during the pandemic (MacIntyre et al., 2020; Li & Sun, 2023). Recognizing that students face financial, caretaking, and mental health challenges, which may prevent them from accessing English learning, can be tied to Postmethod pedagogy, which asserts that students from the "periphery" (non-English speaking countries) are confronted with the mechanisms of colonialism (Kumaravadivelu, 2003). These mechanisms of colonialism can include placing new immigrants into menial, low-skilled jobs despite them having advanced degrees and skilled expertise recognized in their home countries. Another example of colonialism imposed on these new Canadians includes mandatory English language testing (such as the IELTS exam) from employment to citizenship. Some of the teacher participants in this dissertation taught recently

landed immigrants with the compounded stressors of securing work, caring for children, and learning English, all during a pandemic.

Kumaravadivelu's (2003) parameter of particularity emphasizes that the learner's situation should dictate the teacher's approach. As the teachers' reflections showed, the awareness of the barriers of colonialism, such as caretaking of family members and travelling to jobs (while many Canadians could work from home), helped the teachers grasp the difficulties of the living conditions faced by these students, and, in turn, helped to reshape their lessons after the pandemic was over. To address the issues highlighted during the pandemic, the teachers discussed how their course delivery became an avenue for promoting greater equity. For instance, Teacher I8 wrote in the questionnaire: *No due dates, no late penalties, plenty of choices and opportunities*. I keep a keen eye on student mental health signals and step in early and often. This is supported by their discussions on Universal Design for Learning (UDL), which have profound implications for language teaching and learning (Rose, 2006; Shastri & Clark, 2021; Kilpatrick et al., 2021; Khatri, 2021). The main theme of educational equity has two sub-themes, and I will begin with the first, "mental health and well-being," below.

4.4.1 Mental Health and Well-Being:

As the teachers discussed their experiences during the pandemic, they mentioned that a heightened awareness of their students' mental health and well-being (and their own) grew throughout their teaching. At the same time, feelings of personal, student and colleague isolation and detachment were present: *People were ignoring each other or not reaching out. I think it was really people had so much going on in their personal lives* (I6). According to the teachers, the lockdowns and being confined to one's home appeared to negatively impact a student's cognitive ability to learn English. Furthermore, the teachers' well-being influenced their capacity

to teach effectively: *to be quite honest, I became more and more disconnected* (I4). This is consistent with the research literature which emerged during the pandemic. MacIntyre et al. (2020) investigated the coping strategies employed by 634 language teachers during the transition to ERT. Perhaps unsurprisingly, they found that the heightened stress created by the pandemic directly impacted the teachers' well-being. Furthermore, a University of British Columbia study on K- 12 teachers in B.C. during the first year of the pandemic found that "BC teachers reported deteriorated mental health 11 months into the COVID-19 pandemic" (Gadermann et al., 2021, p.5). Although the study focused on teachers working in the K-12 system in B.C., similar sentiments were noted among college teachers in this dissertation.

Notably, the awareness of students' well-being was a primary lesson for teachers I8 and I6. I8 shared that she had lost a student to suicide during the pandemic, and it had a profound impact on their practice: *I keep a keen eye on student mental health signals and step in early and often* (I8). Post-pandemic, I6 used their experience to adapt how they teach while considering the mental health of their students: *I'm more willing to connect with them (students). That is that because I've realized that connection with people is so, it is so essential for learning* (I6). The importance of interpersonal connectivity and fostering healthy relationships in language teaching has been discussed since the Humanism movement of the 1970s (Moskovitz, 1978). However, I would propose that the COVID-19 pandemic has reinvigorated this conversation in response to the mental health challenges during the ERT switch.

EAL instructors are not trained counsellors who have been trained to identify and address the mental health issues of students. However, the pandemic revealed to them that they have agency in classroom design and interaction, which can help address potential mental health challenges (Li & Sun, 2023). Agency in classroom design will be addressed further in the

following sub-theme on access to learning. Specifically on a linguistic level, however, the influence of mental well-being on language acquisition validates the pre-COVID findings of Okon-Singer et al. (2015), who link neurobiological capacity to perform cognitive work with our affective states. This also aligns with the socio-cognitive research advanced by Atkinson (2007, 2011) and MacIntyre et al.'s (2020) research on anxiety and language teaching. The COVID-19 pandemic was traumatic for many and disrupted how EAL lessons were conducted. It could be argued that one silver lining of the effect of the pandemic is that the experiences of the teachers can inform post-pandemic EAL teaching with the increased awareness that stronger mental health equals the capability to learn:

> *And when students feel like their teacher, it's just another way to show that you care about them. And you you understand them, and you want to support them with their learning. They feel that connection. And maybe maybe it's a post-pandemic thing like we need more connection because people felt so isolated* (I6).

To foster connections and support student learning, teachers implemented new pedagogical approaches that developed these links. Examples included: mental health check-ins (I8), developing a rapport with students by simply asking them how they were doing each day (I7), acknowledging the families of the students (who were usually seen in the background) (I4), using social media platforms to connect with students outside of the LMS (I6), and allowing students to have some privacy (without teacher surveillance) in break-out rooms (I7). These were a few examples of how the teachers adjusted to the new teaching reality while using it as an opportunity to bolster their relationships with their students. Many of these teachers, of course, cared about their connections with their students prior to the pandemic. What the pandemic did,

however, was to make these connections more intentional by allowing them to use different strategies for relationship building.

What the pandemic highlighted was that this 'pastoral layer of teaching' added another level to the importance of student-teacher and student-student relationships, as well as student well-being, for teaching, learning, and research (Pyhältö et al., 2023; Weinmann et al., 2024). The next aspect of education equity I will mention below is related to well-being. The teachers strongly connected well-being and access to learning, and I will now turn to that bond.

4.4.2 Access to Learning:

A second key finding of the data was the focus on how teachers and students gain (or are prevented from gaining) equitable access to education. Artze-Vega et al. (2024) stress that educators must address existing imbalances (economic, physical, and racial) to allow all learners to learn without hindrance. Regarding SLA, this complements the Universal Design for Learning (UDL) propositions put forward by Shastri and Clark (2021), which postulate that creating conditions for learning that include multiple means of representation, expression, and engagement will help language learners succeed. Furthermore, the literature emerging from the pandemic reveals a connection between a theory of learning (UDL) and EAL (Kilpatrick et al., 2021; Shastri & Clark, 2021; Khatri, 2021; Hu & Huang, 2022). This exemplifies the premise behind the Douglas Fir Group's (2016) recommendation for Transdisciplinarity in SLA research.

The findings from the data also showed that advances in the teachers' understanding of technology created the conditions for unique learning opportunities:

> *One really interesting thing happened. I had a visually impaired student that did not have a camera, so attended just by audio. I knew he was visually impaired and sent him accessible documents, but he asked me to not tell the class of his disability. He eventually*

did tell the class in a presentation at the end. He said it was the first time he felt totally included as he did not have to show his disability like previously in the classroom (I7).

This quote encapsulates the premise behind UDL design. Since the teacher provided accessible documents and allowed the student to listen by audio, we see how multiple modes of representation, expression, and engagement helped the learner and empowered him enough to disclose his disability to the class. Rose et al. (2006) conclude their study by stating, "Universal design presents other options and perspectives on access that will ultimately benefit all students, disabled and nondisabled" (p.150). Had it not been for the switch to ERT and the move online, Teacher I7 may never have been able to involve this student in the lessons to such a degree.

Supporting this realization, Teacher I8 noted: *I want to bring in UDL and AI to make things more accessible, to make things, you know, more equitable, especially for minority group students* (I8). Teacher I8 was consciously aware of UDL principles as they reflected on their teaching during the COVID-19 pandemic, and the pandemic served as a catalyst for this change. However, some teachers mentioned UDL principles without consciously being aware they were using them (for example, providing videos and accessible documents). Linking their pedagogic changes to UDL principles offers professional development opportunities for future training. A program can be created to support college instructors, provided it is supported by the provincial government, teachers' unions, and EAL programs. I will expand on this later in the Professional Development section.

Other aspects of access affecting equity of provision commented on by the teachers were their students' financial and family obligations. As many of the EAL teachers had students who were recent immigrants, they recounted the challenges faced by these language learners. These challenges included the cost of living and childcare. What was noticed by the teachers is that

once remote access was in place, students quickly understood how this mode of delivery could be advantageous to them: *So people who can't afford to take the bus, can't afford to get the time off, can't afford childcare, can't afford those kinds of things, all of a sudden, … this is an option for them…it was a game changer* (I4). The sub-theme of mental health and well-being mentioned earlier can be linked to an increase in access to learning through various modalities, as the pressure associated with balancing life with learning is (and arguably has always been) evident. What the teachers identified was that mental health and well-being were interlinked to access.

Being able to deliver lessons despite logistical challenges *is* equity in education. The duty to accommodate is enshrined in the British Columbia Human Rights Code and This entails increasing access to public services, such as schools and government programs (British Columbia Human Rights Tribunal, 2022). Given that this is a provincially mandated policy, it applies to all publicly funded services and has significant implications for educators. Equitable access includes providing options for students who may otherwise not be able to attend language classes due to the aforementioned challenges. This rationale also complements the recommendation of the CHENINE Charter, which advocates that the ethical use of technology should now be part of teacher training (Hargreaves et al., 2023).

The teachers found that avenues of access could be opened due to the switch to ERT. Teacher I5 writes in the questionnaire: *We are also able to provide access to our classes to students who cannot commute to campus or who cannot attend in person for other reasons (such as parents without access to childcare*). For most EAL teachers who participated in this research, the potential to increase access to learning was an important key discovery. These findings are complemented by recent literature on the topic (Kwee, 2022; Jin et al., 2022).

Both an increase in mental health awareness and an acknowledgement of issues related to access to education were two sub-themes I identified within the main theme of educational equity. Although the two separate sub-themes of mental health and well-being, as well as access to learning, intersect, the teachers identified this connection. Through this connection, pedagogic adaptations ensued. The following theme details the pedagogic shifts the teachers made and highlights many teaching practices adopted during the pandemic, which they continue to employ today.

4.5 Pedagogic Shifts:

The second main theme, which arose from the data, included tangible changes in pedagogic practice for the teachers. In this case, a tangible change refers to identifying a teaching approach that was first adopted or refined during the pandemic. The three main pedagogic shifts identified were adopting flipped learning, increasing hybrid delivery, and changing assessment and grading practices. It can be argued strongly that all three of these shifts intersect. However, the pedagogic approaches that the teachers used in novel ways will be discussed separately, and links between them will be made clear. The first sub-theme to be addressed is Flipped Learning.

4.5.1 Flipped Learning:

EAL flipped learning is not a new approach. The theory behind making lesson vodcasts (video podcasts) available for EAL students to view and revisit has existed for some time (Bergman & Sams, 2012; Amiryousefi, 2019). Bergman and Sams (2012) state that “Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p.13). However, the COVID-19 pandemic brought flipped learning to a new audience of teachers. What was previously considered “in class” was actually held inside a physical classroom. In 2020,

however, the classroom was “at home.” The teachers then altered this approach to suit their needs:

> *I had already been experimenting with the Flipped classroom and trying to figure out the most optimal blend for both in-class and online activities* (I2).
>
> *I adopted my interpretation of the flipped classroom model and developed and assigned asynchronous work on the LMS on alternate days* (I5).

The adoption of a new version of flipped learning also included an increase in learning management system (LMS) usage. Examples of learning management systems include D2L Brightspace, Blackboard, and Moodle. The teachers reflected on how their increased usage of the LMS during the pandemic informed their interaction with students: *So once we went on to teaching online, I was able to learn a lot more about Moodle and use that so and that was great. So I can make interactive activities through the Moodle* (I7). The LMS served as a platform for teachers to house their lessons and assignments, making them available to students both synchronously and asynchronously. One teacher wrote in the questionnaire survey that they continue to use the LMS as a teaching repository and to house assignments: *I continue to use Moodle (i.e. much more than in the past) for resources, forums and submissions* (I6). Increased usage of the LMS during the pandemic has also been noted in recent research (Pereira & Guerreiro, 2021).

Recording lessons so the students can view them multiple times is a primary component of flipped learning. As a mode of English language instruction, the flipped model helps to “free up” classroom time to address student questions and queries about the recorded lesson:

> *They could play the video and audio recordings as often as they needed, watch video tutorials as needed, read texts at their own speed and again as many times*

> *as needed, the more the better, and choose activities according to their interests and needs, some activities were optional while others were required. Students had some time to process the material and note any questions before our synchronous sessions. This allowed them to be more fully prepared for our synchronous Zoom sessions* (I2).

Flipped learning was previously designed to be practiced within a physical classroom. However, the pandemic created the emergence of fully online flipped instruction (FOFI), the hybrid flipped model, or dual-mode delivery (Singh & Arya, 2020; Ma & Luo, 2022; Olsen-Reeder, 2022). By familiarizing themselves with the LMS capability and lesson recordings, teachers I2 and I6, in particular, made their lessons more accessible. This aligns with the previous sub-theme of equity in learning, as the students could access the materials at a time that was convenient for them.

Using recorded video to help language learners process and revisit content has also been identified as a potential UDL application (Rose et al., 2006). The COVID-19 pandemic created the conditions for this to occur on a broader scale (Luan et al., 2023). Linking the UDL principle of enabling choice with flipped learning, Teacher I6 stated: *I still do some flipped-type preparation and have students do more of their own investigation or research, like to build knowledge or vocabulary about a topic*. (I6). Flipped learning sees the students have more agency in their language learning since this teacher provides them with material to access and practice at any time during the semester. It also shows how this teacher changed their pedagogical practice by having students conduct more independent research rather than having the teacher be more explicitly involved. Encouraging independent research on topics that interest the EAL students also develops motivation and increases learner agency (Dörnyei, 2001). This aspect of asynchronous access will be explored further in the next sub-theme of hybrid delivery.

Intersecting with the sub-theme of flipped learning was the large-scale surfacing of hybrid delivery. This mode of delivery was one of the approaches the teachers adopted due to the pandemic. I will now turn to this sub-theme and present the teachers' experiences.

4.5.2 Hybrid Delivery:

In this section, I will discuss the sub-theme of hybrid delivery. The reflections from the teachers showed how they shifted from traditional in-class and in-person synchronous delivery to a more composite delivery using online modalities. Hybrid delivery involves synchronous or asynchronous online elements (University of Guelph, n.d.). It also means the student can participate in person or online. Flipped learning is a complementary practice within hybrid learning, as students can access classwork asynchronously before the synchronous class. The teachers held a positive outlook regarding how a hybrid delivery of instruction could help their learners work: *Students came to appreciate how individualized learning could be when they worked through the LMS material on their own* (I5). This observation aligns with research that confirms college students wish to have options for hybrid and distance learning post-pandemic (Clary et al., 2022). The same teacher noted: *There are students who wish to return to fully in-person classes, but they are in the minority* (I5).

The pandemic proved to be a training ground for EAL teachers to experiment with hybrid delivery. *Now, I teach one course, an asynchronous course and so it (the pandemic) really it was, it was my training for that* (I6). Asynchronous course design became a new skill for several of the teachers. *The awareness that students do not have to be physically present all the time in a classroom to learn a language highlighted the need for access to technology: Not everyone has a good computer, camera, and space* (I1). The interplay between technological access and hybrid learning emerged as a theme in the sections on access to learning and equity in education

mentioned previously. Hybrid delivery constitutes an aspect of access to learning since not every student may be capable of being physically present in class. What hybrid delivery can do is allow students to continue learning despite family responsibilities, financial constraints, or transportation limitations. This is a primary finding from the Access to Learning main theme and also intersects with the Educational Equity theme. Students need access to and an understanding of educational technology to implement hybrid learning. This will be explored further in the section on digital literacy. All three sub-themes underscore the interwoven nature of the findings.

The teachers also noted that the institutional changes were positive: *I still like teaching remotely, and I am glad that some schools offer hybrid options to learners and teachers* (I3). A few colleges in British Columbia have opted to resume solely F2F. However, most colleges in B.C. that offer EAL courses now have hybrid options for teachers and learners (Vancouver Community College, Okanagan College, North Island College). The COVID-19 Pandemic has expedited this change, and Canadian post-secondary institutions (overall) have adopted more hybrid courses (Johnson, 2023). The teachers noted the benefits of a self-paced teaching and learning approach. Self-paced learning (SPL) can be argued to be synonymous with asynchronous teaching and learning, as students can work at different speeds and at their own convenience. Self-paced learning (SPL) refers to "a situation where the student completes a certain module of work at their own pace, with limited teacher guidance" (Inkson &Smith, 2001, p.108). Because the teachers created some asynchronous assignments out of necessity during the pandemic, an appreciation for the self-paced aspect of learning was noted:

> *we taught asynchronous two afternoons. And that was great, because we can put a lot of just our assessments and just any Moodle activities on and we would have like a presence, students would work on their own. So that really, that really helped* (I7)

The online work I think, works well because students work at their own pace and can take breaks and take the time they need to learn concepts, practice, etc... (I2)

Asynchronous sessions were necessitated by changes in delivery and, in turn, emphasized the provision of agency to the students. The increased learning agency through modal delivery, which can be accessed at any point, complements the discussion of flipped learning in the section above and the educational equity section that precedes it. The reflections by the teachers highlight a recurring realization that learners' choices to acquire and work on course materials facilitate their learning of EAL. Considering that these pedagogic shifts occurred during the heightened stress of a global pandemic, allowing for conditions to foster learner agency can also benefit a student's (and teacher's) mental health and well-being.

The implications for assessment and grading became evident as the teachers considered hybrid and flipped learning as changes to their teaching practice. For instance, if a teacher taught asynchronously online, assessments might have been reconfigured because traditional live proctored exams were no longer feasible. This facilitated the adoption of alternative assessments, such as take-home exams and essays on topics related to the student's personal experiences (Hobbins et al., 2024). Furthermore, the grading practices of one of the teachers changed, allowing open submissions with no deadlines for students. These changes align with current research indicating that the pandemic accelerated shifts in assessment and grading practices (Kilpatrick et al., 2021; Panadero et al., 2022; Mottiar et al., 2024). Assessment and grading became the third and final sub-theme under pedagogic shifts, which will be discussed below.

4.5.3 Assessment & Grading:

The teachers reflected on how previous *traditional* forms of grading and assessment became inappropriate during the pandemic and the changes it brought to teaching and learning

practices. Examples of traditional assessments include proctored in-person assessments, grammar quizzes, and large-scale summative exams. One example of a summative exam in EAL is a proctored exam, where students sit in a class and take a reading exam within a finite period, similar to a reading test administered by IELTS (International English Language Testing System) examiners. The shifts noted by the teachers in this research involved adopting more rubrics (an evaluative grid with grading criteria shared with the students), incorporating more personalized assessments, and digitizing assignments:

> *rubrics became more important over Covid* (I6)
>
> *Being paperless alters the way in which you teach and more importantly assess students as this was a very big change. Assessments needed to be digitized and made appropriate for an online setting and I had to try many different formats including the features that were available on Avenue* (I1)
>
> *And and that's the other thing I did with testing assessments during I had more personal personalized responses for questions and for tests. So it's not something they could copy, because they were things they were really good at, you know* (16).

These quotes share a common theme: The shift online presented a re-framing of assessment and grading techniques due to the digitization of classwork. There became a conscious realization that students could easily copy work from the internet and present it as their own (Hobbins et al., 2024). Although this is nothing new, the need to "monitor" students using e-proctoring software was discussed within B.C. post-secondary institutions during the pandemic (Alden & Ha, 2020; The University of British Columbia, 2021). It was commendable that the EAL teachers in this research study chose to re-evaluate how they assessed students rather than defer to surveillance platforms. Instead, they opted to personalize responses within

tests and make the grading more transparent by adopting rubrics (see Khatri, 2021; Hobbins et al., 2024).

Rubrics, as a component of transparency in assessment, are commonly used to clarify expectations for assignments. They can be organized as a matrix that communicates the learning objectives of a particular task or course (Nieminen et al., 2021). A well-developed rubric can help students identify goals to aim for and potentially self-assess (Jonsson, 2014). Co-creation of rubrics (between students and the teacher) can also help students develop agency in their learning and potentially serve as a motivating factor for engaging in the task (Martel & Garcías, 2024). The teacher responses showed an increased awareness of the effectiveness of rubrics during the switch to ERT, and recent literature corroborates these findings. Mottiar et al. (2024), researching the impact of COVID-19 on assessment practices in higher education, state, "The key change in terms of assessment feedback, as a result of COVID-19, was the shift towards using rubrics" (p.111).

The rationale behind adopting different assessment forms grew from a confluence of two factors. Firstly, the ability to administer face-to-face synchronous exams was unavailable due to lockdown restrictions. Secondly, concerns about academic integrity were present (Siering, 2022; Hobbins et al., 2024; Mottiar et al., 2024). Maintaining academic integrity during the switch to ERT was noted by I5: *Additionally, formal assessment and academic integrity became issues with some students* (I5). The two factors prompted changes that facilitated a shift toward more formative feedback, rather than relying solely on summative quizzes and exams (Mottiar et al., 2024). However, providing formative feedback to many students increased the teacher workload: *I've never worked more in my life* (I4).

Formative assessment has multiple definitions. Popham (2011) writes that formative assessment:

> revolves around the use of assessments to collect evidence, and then the employment of such evidence by teachers and/or students to decide whether they need to adjust what they are doing. The formative-assessment process uses assessments as an integral tactic to determine whether any adjustments are needed (p.2).

Drawing on Moss and Brookhart (2015), Benton and Hathaway (2024) state, “Formative assessment, for the students, answers the question of how they are doing through a system of continuous and systematic practices aimed at increasing their achievement” (p.303). McCarthy et al. (2025) assert that one common theme woven throughout the definitions of formative assessment is that of *feedback* and propose that educators prioritize this term, as formative assessment often carries a negative connotation due to the word "assessment."

As Teacher I4 mentioned above, incorporating formative assessment, although a desired goal, took more time than they had available. The difficulty of balancing effective formative assessment with the time constraints placed on teachers has been noted in the literature on the topic (Hunt & Pellegrino, 2002; McCarthy et al., 2025). This is especially true with larger class sizes (Hunt & Pellegrino, 2002). Coupled with the logistical challenges of the switch to ERT, the response of Teacher I4 to never having worked so much in their life is understandable.

Emergency remote teaching also had, by extension, grading ramifications. One teacher (I8) detailed how the pandemic altered their grading practice: *I used flexible deadlines with no points deducted...So I dropped the lowest mark. Interesting that one was. I learned a lot from that* (I8). Using flexible deadlines, for example, meant allowing the students to submit their assignments at times that worked for them. The premise is similar to self-paced learning (SPL),

where students can work on an assignment independently. This teacher was aware of the UDL principle of multiple means of engagement and implemented it, allowing learners to self-regulate their learning (Khatri, 2021). Teacher I8 also opted to drop the lowest mark and recounted that they had learned from that. Although I did not follow up on what specifically was learned from dropping the lowest mark, literature on this topic shows that students benefit from this flexible assessment strategy (MacDermott, 2013; Rideout, 2018). Furthermore, as Pacharn et al. (2013) point out, when students are given a choice about which grades they would keep or remove, self-efficacy and self-regulation of learning are enhanced. These links to the multiple means of engagement within UDL were presumably known to the teacher, as they had already begun their PhD research on this topic.

Rather than increasing anxiety and workload due to the implementation of grading changes, however, the teacher noted that incorporating flexible deadlines helped with their grading:

> *I will never go back to having deadlines…it was great for me, because instead of waking up and going oh, my God! I have 60 papers tomorrow, my life like I would mark, you know, 5 here, for here, as they came in, I would just sort of mark over the week, and I gave much better feedback* (I8).

These changes in grading and assessment brought about by the pandemic are consistent with the growing awareness of UDL (Khatri, 2021; Shastri & Clark, 2021). Teacher I8's adoption of flexible deadlines is another example of leveraging the multiple means of engagement principle in UDL. Within the multiple means of engagement principle, two "considerations" relate to allowing for flexible deadlines. These include consideration 7.1, optimizing choice and autonomy, and consideration 8.5, offering action-oriented feedback (CAST, n.d.). Interestingly,

according to Teacher I8, better feedback was provided due to the implementation of flexible deadlines, as time constraints were reduced. It could be argued that this indicates the interrelatedness of these two considerations, which has encouraged them to never go back to having deadlines.

The post-pandemic landscape of college courses in B.C. is still changing (Veletsianos et al., 2023). For the teachers in this research, the pandemic led to significant shifts in their pedagogical practice post-COVID, as they adopted flipped learning, incorporated hybrid delivery, and introduced changes in assessment and grading. As noted earlier, these elements are interrelated and have often informed one another. As these shifts occurred, the teachers noticed gaps between what the British Columbia Ministry of Post-Secondary Education and Advanced Skills expected and what they were capable of doing. These gaps have formed the basis for the third main theme identified: professional development. I will now turn to this main theme.

4.6 Professional Development:

The final theme in this discussion of the findings chapter provides examples of how teachers reacted to the switch to ERT, while offering a glimpse into how English as an additional language teaching might be supported post-pandemic. The teachers identified challenges endured during the pandemic switch to ERT, but stated how these difficulties had been overcome in a way that could inform future EAL teaching and learning in general. Building on a scoping review from the language teaching and learning research literature between 2020 and 2023, Weinmann et al. (2024) observed, “The authors emphasize how the shift to online language teaching requires a reorientation of curriculum, pedagogy, and assessment that carefully consider a variety of delivery modes and instruction modalities” (p. 356). This reorientation of language teaching has been highlighted in the preceding sections of this chapter. However, this

dissertation's final theme, professional development, gives a more nuanced and focused account of how the teachers' experiences continue to impact their practice and how curricular change has occurred through policy changes. This section comprises three sub-themes: capacity for training, digital literacy, and growth mindset.

4.6.1 Capacity for Training:

The shift to emergency remote teaching provided little time for teachers to adapt quickly to an online environment. Workload issues became commonplace, and the need to have additional time to cope was evident. The challenges of making space for professional development time while teaching became a leitmotif for one participant: *I taught 7 courses simultaneously all online… But this goes back to a philosophy I have about teachers that with most professional development is that we don't need another seminar. We just need another hour in the day* (I4).

The shift was extremely difficult for some of the language teachers: *I think I drank a bottle of wine every day. I barely drink, but it was just like, Oh my God, ... I gotta get my shit together. How can I do it?* (I6). A feeling of helplessness expressed the stress of teaching during the shift to emergency remote learning. These feelings were commonly found among many teachers during this time and profoundly impacted their ability to teach their classes (MacIntyre et al., 2020; Kwee, 2022; Gajdamaschko & Vinden, 2024).

However, some teachers saw it as an opportunity to access training in an online environment: *I think maybe from a professional development standpoint, I think the the the online, the switch, the move to online teaching and learning, I think, really did help* (I3). Teacher I3’s experience is an example of how one teacher participant connected their ERT situation as an opportunity for professional development. Furthermore, it can be argued that this is an example

of Kumaravadivelu's (2006) parameter of practicality lens of Postmethod theory. A parameter of practicality posits that each teacher develops their "personal theory of practice" through lived experiences (Kumaravadivelu, 2006, p.544).

Even though there was a wide range of experiences in adapting to ERT, in most cases, there emerged a consensus that the future of EAL professional development should include training in online teaching and learning: *The expectation is that instructors will continue to learn – that this modality of teaching and learning is not sliding into the background of 'what we did in the pandemic'. It is the foundation for teaching now* (I1). Two significant words that can be drawn from the teacher's quote above are "expectation" and "foundation." The expectation is that teachers will continue to learn about how to teach using different modalities and technologies (Veletsianos et al., 2023). Furthermore, this will now constitute a "foundation for teaching" post-pandemic. If so, it would appear logical to prioritize continued teacher training in digital technologies and literacy. However, what this "foundation for teaching" constitutes has yet to be fully clarified. Teacher I1's quote above does not explicitly state how this modality of teaching and learning applies to future teacher training. The implication that can be inferred from this quote is that future EAL teachers will benefit from a combination of in-person and online teaching, and that future training should prepare them for both modalities.

However, the constantly shifting educational technology environment needs to be considered. For instance, further teacher professional development will be necessary if there are updates to the LMS (Moodle, D2L Brightspace, or Canvas). Teaching principles such as UDL could also be included in an ongoing training plan. This concurs with pandemic education research, which states, "…if anything has been learned, it is that there is an unequivocal need for digital training for teachers and students" (Romero-Tena et al., 2021, p. 9). Johnson's (2023)

research on digital learning trends in Canadian post-secondary education concludes, "respondents reported that greater technology use (regardless of modality) is expected in post-secondary education alongside growth in partially online (hybrid) learning experiences" (p. 30). Again, the word "expectation" re-emerges, but how this expectation will be met remains challenging.

The need for capacity building for post-secondary teachers post-pandemic is now being identified in the literature (Olsen-Reeder, 2022; MacNeil & Beetham, 2023). Policy recommendations have been made for teaching in public post-secondary institutions. These include ongoing teacher development and consideration of the recommendations from the post-secondary digital skills framework (Government of British Columbia, 2023). These recommendations grew from the gaps in digital skills exposed by the shift to ERT. However, details on how this will be implemented at the time of writing this dissertation are sparse.

Furthermore, the proposed changes in educational policy within the B.C. post-secondary sector have not been fully implemented as of the spring of 2025. This has prompted an environmental scan by BCCampus (a provincial agency designed to support post-secondary education) to survey digital learning professional development in B.C. (BCCampus, 2024). I will suggest an actionable professional development plan in Chapter 5.

As one teacher commented: *Online material needs to be delivered in a very easy-to-navigate format. However, without ongoing curriculum development time, courses and programs can only go so far* (I1). For ongoing curriculum time (planned in-service training time) to be allocated for professional development in digital skills, the teaching unions in each college must negotiate this perceived need while dealing with the constraints of the collective bargaining agreements between the union and the college. These agreements specify the required numbers

of teaching and professional development hours. Management and unions agree on these numbers. The interplay between provincial government recommendations, the colleges' collective bargaining agreements, and the reality of most EAL teachers' time will need to be addressed for any increase in training capacity to be realistic. I will offer suggestions on addressing this in the Conclusions chapter.

4.6.2 Digital Literacy:

From the comments above, the need to develop digital literacy for EAL teachers has become a high priority for both the authorities and the teachers. The BC government defines digital literacy as "the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others" (Gov.bc.ca, 2013, para. 3). Digital literacy does not rest solely on developing technological skills. It also involves how we communicate with others through different mediums. In this section, I will further explore the various needs identified in the definition above, drawing on the experiences of teachers.

The pandemic spotlighted deficiencies in technological knowledge and access experienced by teachers and students (Greenhow et al., 2021). For three teachers, in particular, emergency remote teaching was a "crash course" in online language teaching. However, it was also a challenging experience for the learners: *One of the most challenging aspects of emergency remote teaching and learning was that many students had limited digital skills* (I5). This impacted the work of the teachers, as some students faced technology challenges, such as using videoconferencing. What quickly became apparent was a spectrum of digital competency spanning the student-teacher spectrum. Emergency remote teaching propelled the teachers to

teach about technology, which they were unfamiliar with. ERT became a stressful endeavour as teachers had to learn new digital skills while simultaneously teaching these skills (and the English language) to many students. As mentioned previously, this was a contributing factor to the diminished mental health and well-being of some of the teachers. Furthermore, access to learning was impeded. Teacher I6 recounted: *Students often had poor WIFI, which caused issues for students to stay logged on or to hear each other well during partner work. Some older students had issues navigating screens and following instructions*.

However, one teacher noticed that some students in their class possessed more technological know-how than they did. Using this to their advantage, the teacher leveraged this to help the classroom lessons continue: *Sometimes tech-savvy students made helpful suggestions if and when I was having problems with technology* (I6). The classroom became an unanticipated experimental laboratory for socio-cultural practices, such as co-construction and co-authorship of learning, which were written about decades earlier (Kozulin, 1998; Lantolf & Thorne, 2006). Rather than students co-constructing knowledge with one another, the teachers themselves were part of the learning process. Furthermore, in some cases, Vygotsky's (1978) More Knowledgeable Other became the students rather than the teacher. This co-construction experiment had a very practical application. It moved the traditionally vertical power dynamics in the classroom towards a more shared and horizontal plane in an online environment. This aligns with what Fullan (2013) noted in *The New Pedagogy: Students and Teachers and Learning Partners*. Fullan (2013) proposes that this new pedagogy involves, among others, students and teachers learning about technology together.

One teacher reported another example of students and teachers working together through new technological mediums: *I never used to like to use Whatsapp with students. Or and now I*

do, you know, and I connect with students (I7). The student/teacher relationship, for some teachers and students, was moved to a different medium out of necessity. The word 'connect' exemplifies how Teacher I7 suddenly became more in touch with individuals and got to know their personalities, unlike in face-to-face teaching. The quote above also clarifies that they were more open to using different "informal" communication channels. The teacher now uses this medium to connect with students, demonstrating a change in the teacher's comfort with digital literacy. If digital literacy involves an "attitude and ability" towards communication tools, this teacher's reflection shows how they adapted and changed (Gov.bc.ca, 2013, para. 3). Teacher I7's experience can be considered an example of how the teachers communicated with others through different media, a vital component of the definition of digital literacy and UDL presented earlier.

Despite what the teachers viewed as successes, the challenges were substantial. Teacher I5 noted: *in our lower or like level five, CLB, five classes, a lot of those students had major digital literacy issues and needed a lot of help, and then didn't have very high level language either*. This comment is supported by ongoing research findings, which report that EAL learners struggled to navigate online learning while learning English as an additional language (Mavridi, 2022; Germain-Rutherford et al., 2024). For many new immigrant Canadian EAL learners during the pandemic, learning English went beyond acquiring language skills. It involved acquiring digital literacy skills to access information beyond the classroom. The findings in this study reinforce the recommendations of UNESCO's digital literacy skills framework: "Digital literacy and access are a basic right in the twenty-first century; without them it is increasingly difficult to participate civically and economically" (UNESCO, 2021, p. 34). Linking digital literacy as a "basic right" complements the Educational Equity theme identified in the findings. It also aligns

with the fourth recommendation from the CHENINE Charter, which reads, “The case and conditions for creating universal, equitable, and inclusive access to technologically enhanced learning, engagement and innovation for all students everywhere, as a basic human right, could not possibly stronger than it is now” (Hargreaves et al., 2023, para.7). If we are to work towards educational equity, then increasing the digital literacy skills of teachers and students is paramount. As a human right, when unions and management negotiate future collective bargaining agreements, the need to create capacity for digital literacy training for both teachers and students should be considered. Furthermore, teacher training in post-secondary education should equip teachers to teach these skills to their students. Again, curricular revision in college EAL programs would benefit from a move in this direction.

Regarding personal digital literacy, the pandemic provided some teachers with a platform to develop and learn new skills: *I will keep many of the digital tools that I have learned over the past few years and incorporate them into my classes* (I2). Learning new digital skills was a phenomenon not limited to EAL teaching in colleges. Post-secondary teaching in various disciplines also revealed that, during the transition to ERT, instructors and professors developed digital teaching skills they had not previously utilized (Kilpatrick et al., 2021; MacNeil & Beetham, 2023). Some of the research participants commented that teachers will continue to develop their digital literacy skills: *I would certainly say that people are taking… they're using their own initiative to improve their practice* (I3). The findings from this study demonstrate how the pandemic accelerated the need to reframe professional development, particularly in light of the enhancement of digital literacy skills. Furthermore, it highlighted the deficiencies that had previously existed. Before the pandemic, there appeared to be few opportunities for EAL

teachers to enhance their digital literacy skills. It took a global pandemic for this deficit to be exposed and for teachers to act independently.

Without the support of their institutions, unions, or provincial governments, the teachers demonstrated resilience and creativity in meeting the needs of their students. However, this lack of support should not set a precedent for teachers facing a future crisis. For EAL teachers to respond to unforeseen challenges such as pandemics, many would argue that provincial governments and institutions should take appropriate steps. I will now turn to how these two entities could take steps to help EAL college teachers post-pandemic drawing from the data where teachers expressed possible solutions to students' and teachers' lack of digital literacy.

The final aspect of developing digital literacy mentioned by some of the teachers involved the role of their institutions. The responsibility taken by the colleges to address the digital literacy skills of teachers and students began to emerge. One teacher noted: *Eventually, our organization developed digital literacy courses to support students before the start of classes. This was and continues to be very helpful* (I5). Using the word 'eventually' suggests a lack of an immediate plan to help students transition to ERT. It also shows that the organization adapted slowly to these challenges by implementing a new curriculum change. These institutional plans, however, took time to be carried out and occurred after the teachers had to adjust and adapt on their own. These adaptations could now be incorporated into the overall design of an English and an additional language program in colleges in B.C., assuming the provincial government provides support.

The B.C. post-secondary digital learning framework recommended some measures to support institutional directions on curating digital literacy amongst staff and faculty (Government of British Columbia, 2023). Two such recommendations included the delivery of

micro-credentials (short training courses for skills development) and digital literacy courses for credit (Government of British Columbia, 2023). The micro-credential would be targeted at teachers, while the for-credit courses would be offered to students in relevant programs. While these recommendations have pragmatic aspirations, there is a need to build capacity for teachers (Johnson, 2023).

These policy aspirations have yet to be fully implemented, as the goal of these changes requires paid time to be added to a teacher's day for professional development and training (see the "Capacity for Training" sub-theme above). The friction between provincial recommendations and enacting practical digital learning capacity within colleges will continue to impact the work of EAL teachers in British Columbia colleges. Most EAL instructors in B.C. are British Columbia Government Employees Union (BCGEU) members. Each institution has a unique collective bargaining agreement mandating teaching hours between the union and the employer. The employer (the college) and the teachers' union (BCEU) must proactively establish a plan to address this challenge. In the concluding chapter, I will outline how the friction can be alleviated by presenting two recommendations.

Despite the digital literacy challenges faced, the resolve of the teachers who participated in the dissertation during the pandemic was extraordinary and should be commended. Learning to teach in a new digital medium without formal training beforehand was stressful. However, as the next section will show, most of the teachers used this period of immense pressure and change to learn something new. The last sub-theme recounts how the teachers continued to grow their practice despite tremendous difficulties.

4.6.3 Growth Mindset:

The final sub-theme within the main professional development theme centres around the growth mindset of the teachers. The pandemic presented unprecedented challenges to post-secondary teachers in British Columbia, but it also created new opportunities for teaching and learning (Gajdamaschko & Vinden, 2024). A component of a growth mindset is how one deals with adversity and failure to leverage the acquisition of new knowledge and skills. This section also symbolizes what Duffin (2022) calls the final stage of a pandemic's arc: the rise of innovation. A growth mindset can be fostered by feedback from colleagues and students (Dweck & Yeager, 2020). As the questionnaire and interview questions were generated by adopting Brookfield's (2017) four lenses of critical reflection, the respondents were encouraged to reflect on positive and negative feedback from students and fellow teachers. The teachers who participated in the research almost unanimously mentioned that they used the difficulties presented to them as an opportunity to learn something new. The two areas of a growth mindset which emerged clearly from the findings I will present below include overcoming apprehension about technology and adapting to change.

Although some teachers said they were more adaptable to technology than others, several participants reported that they initially struggled to keep up to date with rapidly changing technological needs (videoconferencing software, LMS usage). However, when reflecting on these forced changes, although not using the actual term, one instructor summarized how a growth mindset now leads them when dealing with teaching and technology:

> *There's a little bit more comfort in my skin like knowing that, like, yeah, like something's gonna go wrong from a technical side. Or perhaps the way I envision this activity going might not be conducive to this online environment, and which I'm teaching right now. But I'll learn from that, and that'll be okay* (I3)

Accepting that “it will be okay" demonstrates a shift in the relationship with technology from apprehension to acceptance. The pandemic has been utilized as a vehicle for learning more about technology in teaching, as noted in several studies (Day et al., 2022; Lee et al., 2022). Teachers and learners faced unanticipated challenges but often demonstrated resilience, perseverance, and creativity while working with limited resources and preparation (Tao & Gao, 2022; Weinmann et al., 2023). The significance of EAL teachers overcoming their apprehension with technology is that it has now set a precedent for expanding the physical classroom's confines into a digital space. The shift to ERT has now presented a new way of teaching that utilizes technology in ways previously not envisaged by the teachers in this research. As the initial apprehensions about teaching with technology dissipated, innovation ensued: *I learned a lot of things about how everything works: instructions, rubrics, videos, making things very precise, using even on the screen, using a lot of white space on the LMS* (I6). Although they did not disclose to me what they did before the pandemic, this quote implies that this teacher had taught in a very traditional way—talking in front of a live class, assessing through quizzes, and delivering instructions without any technology present. It also shows adaptability and resilience under immense pressure.

The seeds of the growth mindset theory can be traced back to the Greek stoics who asked, “What can I learn from this?” when confronted with a challenge. Adapting to change became a notable code, leading to the formation of the growth mindset theme. One example given by one teacher illustrates how the COVID-19 pandemic and the shift to ERT helped them deal with new, unexpected challenges:

It has made me very resilient and very flexible. Now, even more, even more because we

> *had a cyber-attack in January. We had..we did everything. It was like, okay. okay, that's all right. Yeah, we've been through this before. Exactly. It's okay. We could do things in different ways* (I6).

Doing things differently summarizes how many teachers approached teaching during the pandemic. They demonstrated resilience, flexibility, and increased confidence in themselves despite the challenging situations they faced. Teacher I1 summarized their entire experience: *In fact, I have chosen to not resume F2F. Despite the challenges, the isolation, the lack of connection, and the slowness of learners' progress, it has worked* (I1). In this teacher's case, what has worked was that teaching online and the switch to ERT due to the COVID-19 pandemic was not the end of the world. This teacher now prefers to teach online, delivering their lessons remotely. However, as mentioned by this teacher, the learners' slow progress showed that the students did not progress in unison. Now that the teacher has chosen to remain online, the importance of course design incorporating universal design for learning (UDL) principles can be highlighted, allowing all students to progress in their learning (see Chapter 2). The ability to adapt to change may be one of the more prescient observations taken from the data, as new and unique challenges will inevitably emerge in the future.

4.7 Connections to SLA Theories:

The findings from the participants' responses highlight several key aspects of the theoretical frameworks presented in Chapter 2. I will highlight some of these connections and how they relate to my proposed definition of a post-pandemic pedagogy of SLA, which I will present in the conclusions chapter. This definition of a post-pandemic pedagogy in SLA that I will offer for this dissertation is that digitally literate instructors employ equitable pedagogic techniques (such as offering choice within assignments and flexible deadlines) while being more

cognizant of the socio-cognitive factors that allow language learning to occur. The definition I propose, rather than existing in isolation, is a composite definition that I have derived from the SLA theories mentioned earlier, connecting them to the teacher's responses and thoughts. After analyzing the data, I observed that three omnipresent theoretical ideas have contributed to the formulation of this definition. These are Humanism, Socio-cognitivism, and Transdisciplinarity.

Firstly, the humanism theory (mentioned in Chapter 2) emerged in the 1970s amidst a movement toward socio-cultural language theory, away from the prevailing behaviourist and innatist theories that preceded it. This theory, advanced by Moskovitz (1978), emphasizes the importance of feelings and healthy relationships in learning an additional language in the classroom. Forgotten mainly by the academic world of SLA, humanism failed to find an audience in educational circles in the 21st century (Tanemura & Miura, 2011). This dissertation proposes that a post-pandemic theory of SLA can incorporate the ideas proposed by Moskovitz (1978) and remain relevant today. The mental health issues raised by the teachers in this research highlighted the need for a classroom that recognizes students' need for healthy relationships with classmates (and themselves), which is vital for language learning. Post-pandemic, however, the classroom may now be in a digital space.

EAL teachers may now need support in cultivating these healthy classrooms when the students are not physically present. This challenge was identified by the teachers in this study; however, their experiences showed that fostering healthy connections can be achieved by incorporating "mental health checks" into the course. Also, by building educational practices such as "personalizing assessment," the teachers allowed for more student agency in learning, thereby allowing for more self-efficacy. The personalizing of assessment (in most cases) can still

align with the curricular outcomes and requirements. Post-pandemic, Humanism in SLA may find a newer and more receptive audience.

Secondly, the Socio-cognitive theory in SLA complements humanism's aims of acknowledging that emotions and relationships are crucial to learning a new language. However, socio-cognitive theory goes further by focusing on cognition within these healthy relationships. Atkinson (2019) states, "cognition must be reconceived within dynamic ecosocial relations and action rather than as the ultimate source and outcome of human behavior, including language learning" (Atkinson, 2019, p. 726). Atkinson (2019) proposes that SLA theorists reimagine the innatist/socio-cultural divide, whereby both viewpoints are equally valid and are, in fact, interrelated. The pandemic created a live petri dish to experiment with how one's social situation influenced learning an additional language. It highlighted the importance of interpersonal connections as a key factor in language teaching and learning. However, it also demonstrated that language learning can be developed independently by accessing material asynchronously. The "hybrid flipped model" mentioned by the teacher participants could show socio-cognition in action, whereby student interaction (humanism) could work alongside independent cognitive processing.

Finally, the learning theory of Universal Design for Learning (UDL) woven throughout this dissertation expresses the theoretical framework of Transdisciplinarity in SLA advanced by the Douglas Fir Group (2016). The DFG's (2016) framework of SLA theories encompasses all pre-existing theories of second language acquisition, while also allowing input from other disciplines to inform emerging theories. UDL, for example, emerged as a teaching and learning principle designed to increase educational access for neurodivergent learners (Rose et al., 2006). However, recent literature on the pandemic has shown how one educational theory can be

applied to another. Research linking UDL and SLA emerged between 2021 and 2022 (Khatri, 2021; Kilpatrick et al., 2021; Shastri & Clark, 2021; Hu & Huang, 2022). This recent addition to the field of SLA studies fulfills the second goal of transdisciplinary research proposed by the DFG, “to promote the development of innovative research agenda in the 21st century” (2016, p. 20).

Theoretically, the post-pandemic version of SLA I offer has a foundation built on the transdisciplinary framework developed by the DFG (2016). This is because it considers how technology, mental health concerns, and access to education intersect with pedagogy. I propose that a post-pandemic Pedagogy of SLA sees theoretical elements of humanism, socio-cognition, and transdiciplinarity. However, I acknowledge that these are just initial contributions leading to a larger transdisciplinary body of SLA research that is yet to come.

Furthermore, SLA Transdisciplinarity can account for the continually shifting landscape of post-pandemic second language instruction. It accommodates various modalities (hybrid or in-person) and technological advancements. Considering the pandemic-triggered technological changes, transdisciplinary SLA "is intended to address the inadequacy of any one theory to explain language learning within the technology-mediated lives of language learners" (Chapelle, 2024, p. 79). The framework developed by the Douglas Fir Group (2016) pre-dated the COVID-19 Pandemic by four years. Still, it has proven to respond to shifts in SLA research through its theoretical malleability.

Through compiling and organizing the theoretical positions of SLA over the past 100 years, I was able to draw upon a rich vein of history to connect the teachers’ reflections in this dissertation to the emergent theory of a post-pandemic pedagogy of SLA I will offer in Chapter 5. The three theoretical ideas mentioned here have helped me position my theory within a

particular moment in time: the years of teaching EAL following a global crisis that upended education. These theoretical connections are the links I have established through my research. However, it was not explicitly clear that the teachers themselves drew upon SLA resources and theories (consciously) as they taught during the ERT period. As the teachers possessed a knowledge of these theories, they displayed (a potentially unconscious) reflection and utilization of pre-existing theories. Humanism is one such example. It was my interpretation of the findings in this chapter that made these theoretical links explicit.

4.8 Summary of the Discussion of Findings:

In this section, I will synthesize the recurring findings from the teachers and show how they are connected. The research question for this dissertation is, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" After analyzing the data from the teachers' answers to the questionnaires and semi-structured interviews, the quotes included in this chapter assuredly show that the pandemic and the switch to ERT changed how the EAL teachers approach their teaching practice. In most cases, these changes are still being implemented today.

The findings highlighted three main themes generated from the teacher's reflections. These were "Educational Equity," "Pedagogic Shifts," and "Professional Development." Within each theme, several sub-themes complement the underlying premise. However, as noted above, there were no clear delineations between the themes and their sub-themes. Each theme shared similarities with others, resulting in connections across the findings. When examining "access to learning," for instance, the connection between access, hybrid delivery, flipped learning, and

digital literacy was noted. As some teachers pointed out, these sub-themes need to be considered when advocating for equity in education.

Another connection worth noting was the theme of mental health and well-being. The switch to ERT created unprecedented stress for many of the teachers in this study and beyond. The stress level experienced by teachers can be identified by their confidence (or lack thereof) in educational technology. The COVID-19 pandemic exposed the deficiencies in technological proficiency for many EAL educators. This was directly related to the teachers' mental health. A result of this was the desire for future teacher training to better equip teachers to “hit the ground running” and to be better prepared for eventual future crises. Due to these findings, I propose a more comprehensive plan for ongoing educational technology training to mitigate mental health challenges during future crises.

One final connecting thread running throughout the findings is that of resilience. None of the teachers who participated in this research quit their jobs. During the height of the pandemic, many teachers in B.C. felt compelled to leave the profession (Gadermann et al., 2021). However, the teacher participants continued teaching their students despite what might be described as enormous hardship. The resilience of the teachers was demonstrated by their ability to navigate through the pandemic and learn new practices along the way. The teachers demonstrated a growth mindset, utilizing challenging times to learn and adapt new teaching practices. Furthermore, it is interesting to note that the teacher participants had decades of experience teaching face-to-face primarily and likely did not have the digital literacy skills of much younger, technically adept teachers. This made this resilience even more remarkable.

The post-pandemic EAL environment in B.C. colleges may have vestiges of pre-pandemic teaching (synchronous in-class lessons, in-person proctored examinations). Still, the

teachers mentioned that their experiences significantly altered their teaching. Overall, these alterations have positively affected how they design their classes and teach their students. Their resilience and growth mindset allowed for these progressive changes to emerge.

4.9 Conclusion to the Discussion of Findings:

The teachers' responses to the questionnaires and interviews led to the identification of three main themes: "Educational Equity," "Pedagogic Shifts," and "Professional Development." Cumulatively, these three main themes can help provide direction for what a definition of post-pandemic pedagogy in SLA could be. The participant responses illustrated how their personal experiences were linked to an overall change in post-secondary education. The gaps between provincial policy recommendations and the teachers' capacity (or inability) to implement these proposals were explored, and suggestions for future action to address them were given. Their reflections have contributed to SLA research findings by highlighting that a significant change in teaching practices occurred in response to an unforeseen global crisis. The teachers who participated in this research demonstrated their resourcefulness, resilience, and creativity. Also, it can safely be assumed that the teachers' thoughts, concerns, and approaches to grappling with immense challenges were shared with other EAL teachers throughout the globe.

Research from the U.K. also showed how EAL teachers struggled with ERT but found a silver lining in increasing access to classes via a digital medium (El-Metoui & Graham-Brown, 2021). Furthermore, German-Rutherford et al. (2023) noted that despite challenges, "online teaching and blended language learning started gaining momentum worldwide within institutions" (p. 88). The countries surveyed in their study on language learning and the impact of COVID-19 included nations from Europe, North America, South America, and the Middle East. This dissertation was centred in British Columbia, Canada, but the implications of these

findings can be said to be typical of the experiences of many teachers worldwide. Their experiences can contribute to EAL teaching and SLA studies by providing a human context to an otherwise overwhelming event, such as the COVID-19 pandemic. I will expand on this idea in the final chapter of the dissertation.

Chapter 5: Conclusions

5.1 A Post-Pandemic Pedagogy of SLA:

The title of my dissertation is "A Sharp Turn in Education.” Towards a Post-Pandemic Pedagogy in Second Language Acquisition: Reflections from English as an Additional Language Teachers in British Columbia, Canada, after the COVID-19 Pandemic. This “sharp turn in education" reflects how the COVID-19 Pandemic was a period that upended the way that many educators traditionally taught (Hargreaves, 2020, para.29). A UNESCO estimate stated that 1.6 billion students had to adjust to a new teaching and learning paradigm (UNESCO, n.d., para.1). With so many teachers and students having to shift to emergency remote teaching, this turn in education was undeniably drastic and consequential. What Hargreaves and his colleagues call for in the CHENINE Charter discussed in Chapter 2 is that "We have the opportunity to resume formal schooling and university learning after COVID on a new, higher level of engagement and capacity" (Hargreaves et al., 2023). The opportunity to learn from a significant global crisis and use this deeper understanding to create a more engaging and equitable educational environment was what motivated me to undertake this study and formulate my research question, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?"

The second part of my title, "Towards a Post-Pandemic Pedagogy in Second Language Acquisition," posits a move toward a potential definition of post-pandemic pedagogy in SLA studies. By studying the experiences of eight college EAL teachers in British Columbia, Canada, I aimed to analyze their reflections to propose a cogent terminology for post-pandemic SLA. In turn, their experiences and this terminology could be used to inform the teaching practices of future EAL teachers. I acknowledge that the small sample size of teachers may seem to limit the claim that I present in this dissertation. However, I feel confident that the definition I will offer is relevant for three reasons. Firstly, coupling the teachers' experiences with recent theoretical literature helped me establish the foundation for the proposed definition. The fact that the literature extends beyond SLA research demonstrates that the findings in Chapter 4 are not limited to language acquisition, but rather complement ongoing research in education. Secondly, as I will mention later, this proposed definition is specific to this dissertation and serves as a starting point for further research. This adheres to the tenets of Transdiciplinarity in SLA research practice espoused by the Douglas Fir Group (2016), which has a goal to:

> expand the perspectives of researchers and teachers of L2 learners with regard to learners' diverse multilingual repertoires of meaning-making resources and identities so as to enable their participation in a wide range of social, cognitive, and emotional activities, networks, and forms of communication and learning in their multilingual lifeworlds (p.25).

I will expand on the connection of my proposed definition and SLA Transdiciplinarity research later in this section. This definition is synthesized from the cumulative findings in the preceding chapter. And finally, the post-secondary education policy changes being implemented by the

provincial government mirror the findings of this dissertation. This will be explained further in section 5.2 below.

This concluding chapter will answer my research question: “How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" and demonstrate how the teachers have adopted practices which they initiated during the pandemic. The definition of a post-pandemic pedagogy of SLA that I propose involves digitally literate instructors employing more equitable pedagogical techniques (such as Universal Design for Learning, or UDL) while being more mindful of the socio-cognitive factors that facilitate language learning. Improving digital literacy skills while being aware of the mental health challenges faced by teachers and students emerged as a salient finding within this dissertation. The COVID-19 pandemic forced the teachers in this research to adapt and change to a fluid and challenging educational landscape. The emerging innovations and challenges in teaching may help inform the future of EAL instruction and SLA studies. Post-pandemic, EAL teachers will be mindful of these factors as they begin to teach in a new environment. I will summarize these challenges and innovations below.

Firstly, the primary challenge identified in this dissertation was that the language teachers in the colleges were ill-equipped to quickly transition to online teaching. This shift was not "online teaching" but rather emergency remote teaching (ERT). This distinction is essential since the teachers had little time to prepare for the change. Online teaching requires months of preparation and has been shown to have years of proven efficacy (Hodges et al., 2020). It also features elements of asynchronous delivery, allowing students to access the material at their convenience. Emergency remote teaching, however, moved in-person lessons to synchronous

lessons over videoconferencing software. Moving in-person lessons to synchronous videoconferencing lessons resulted in teachers and students suffering from increased "Zoom fatigue" (Williams, 2021). This challenge highlighted the need for teachers to become more familiar with educational technology, such as Learning Management Systems (LMS) and videoconferencing, and to become more aware of course design, including Universal Design for Learning and hybrid design. What the participants shared was that although a new skill, like teaching via synchronous videoconferencing, was adopted, it was a by-product of ERT and was subsequently discarded in favour of more asynchronous hybrid post-pandemic options.

A second challenge identified in this research was that not every student and teacher had equal access to and awareness of digital skills. Variable Wi-Fi connections, a lack of familiarity with educational tools, and incompatible equipment, as reported by teachers, demonstrated how the pandemic highlighted the importance of these aspects of educational technology for effective teaching and learning. Teacher I6, in particular, recounted how their lack of experience with education technology initially hindered their ability to teach and that they felt anxious about suddenly needing to be online using a new platform and tools. However, as noted in Chapter 4, this anxiety changed over time, and the teachers began to adopt a growth mindset as it pertained to educational technology.

These challenges were not limited to college EAL teachers in B.C. (Germain-Rutherford et al., 2024). They led to a province-wide post-secondary digital literacy learning strategy (Government of British Columbia, 2023). Furthermore, post-pandemic, teachers' digital literacy skills must account for equity in access, as it is now a human right enshrined in the British Columbia Human Rights Code (2022). The COVID-19 pandemic served as the impetus for

initiating these policies within post-secondary teaching in British Columbia's higher education, and this will be discussed further in the following section.

Despite the challenges they had faced, the EAL teachers who participated in this research recounted instances of innovation that they have since implemented into their teaching practice. Several teachers noted how their increased understanding of their learning management systems (LMS) has led to increased knowledge and the ability to present their course content in multiple ways. They mentioned how they employed the LMS, which enabled them to use flipped-learning techniques. These techniques included recording and storing lessons for later review, as well as moving key concepts online. Notably, these temporary ERT measures employed by the teachers have continued even after the pandemic. The participants became educational developers in addition to being language teachers. However, as noted in Chapter 4, the additional workload resulted in increased stress. Innovation in educational technology did not come without its share of difficulties, including a lack of time for professional development. The teachers had to learn the new technology in real time while simultaneously teaching their students.

Other innovations included changes in how the teachers will assess and grade students in the future. Traditional assessment practices, such as in-person proctored exams and quizzes, were questioned by the teachers, and changes ensued. The teachers mentioned how teaching in an emergency remote teaching environment was not conducive to continuing such practices. They also questioned whether these assessment practices adequately reflected students' learning. Furthermore, academic integrity issues were raised as the "in-person" teaching component was no longer possible. The teachers adopted different strategies by giving students more choices in their assignments and incorporating greater clarity in assessments through the use of rubrics. As

with an increase in LMS usage and flipped learning strategies mentioned above, the teachers have continued to implement these changes post-pandemic.

Regarding grading, one teacher "dropped the lowest grade" to alleviate the stress of high-stakes assessment. Additionally, this teacher implemented flexible deadlines, allowing students to submit their assignments at various times. Teacher I8 mentioned that they will*: never go back to having deadlines*. These changes in grading and assessment practices aligned with recent literature, which connected universal design for learning (UDL) theory with TEAL (Shastri & Clark, 2021; Hu & Huang, 2022). A common thread throughout these innovations in assessment and grading, as mentioned by the teachers, is the emphasis on bolstering student agency in learning, and this continues post-pandemic. The pandemic proved to be a catalyst for these teachers to reimagine how they could enable students to take more ownership of their connection with the course material and acquire a new language.

The teachers' reflections highlighted positive and negative experiences while working in an ERT environment (see Appendix 6). The stress of teaching during a pandemic pointed to an increase in mental health issues for teachers. Furthermore, the challenges of working with new educational technology platforms in a quickly changing teaching environment added to this pressure. These negative experiences were not limited to colleges in British Columbia but were felt by teachers worldwide (El-Metoui & Graham-Brown, 2021; MacNeil & Beetham, 2022; Germain-Rutherford et al., 2024).

However, the teachers' overall reflections indicated positive outcomes from their experiences. The teachers used a challenging time to learn new skills and implement changes to their teaching practices, which they may not have otherwise done had the pandemic not occurred. Changes in their technological abilities, assessment strategies, grading practices, and building

agency within their students were all, by and large, positive outcomes of an unanticipated and initially stressful event. The growth mindset of these teachers demonstrated an admirable approach to coping with the stress of working in an environment that has been upended by the pandemic. Most teacher participants have continued implementing these changes in their practice. The negative and positive experiences recounted by the teachers indicated that the pandemic had, overall, had a positive impact on their teaching strategies. It is important to note that the positive insights mentioned by the teachers may not have been evident had this research been done in the throes of the pandemic (2020-21). As Hungerford-Kresser et al. (2024) write, “During the pandemic and particularly the initial lockdowns, there was no time to rethink education long-term. It was about short-term pivoting” (p.447). The teachers were interviewed post-pandemic (in 2023), allowing for more time to reflect and think through their experiences. I will expand on this below.

Brookfield's (2017) four critical reflection lenses provided a foundation for creating reflective questions for this research. These four lenses for critically reflecting on practice include a literature lens, a learner lens, a colleagues' lens, and an autobiographical lens. Miller (2010) points out, "The autobiographical lens, or self-reflection, is the foundation of critical reflection" (para. 3). The teachers participating in this research in 2023, after the pandemic had ended, were asked to complete interviews and survey questions that aimed to foster a deeper reflection through the autobiographical lens. This was facilitated by giving the teachers time to reflect by completing the pre-interview questionnaire. Had this autobiographical reflection occurred at the height of the pandemic, it could be argued that the results would have been skewed toward largely negative results. As the teachers mentioned, they did not have the time or

capacity to reflect deeply on what was happening. By allowing for some time to reflect on the trauma of ERT, the findings indicated a higher number of positive considerations.

To conclude this section, I will revisit my proposed definition of SLA for the purposes of this dissertation. My proposed definition of a post-pandemic pedagogy of SLA sees digitally literate instructors employing more equitable pedagogical techniques (like UDL) while being more mindful of the socio-cognitive factors that allow language learning to occur. The following section in this concluding chapter outlines the provincial policy changes triggered by the pandemic and how they may affect college EAL teachers in B.C. post-pandemic. I will connect these policies with the findings of this dissertation.

5.2 B.C. Post-Secondary Digital Literacy Framework Policy Recommendations:

During the COVID-19 Pandemic, and as the teachers' reflections in this dissertation have shown, college EAL instructors in B.C. had to navigate between the demands of meeting the program outcomes and figuring out new digital platforms while meeting their students' needs. The demands and challenges experienced by many teachers across the college sector in B.C. led to the creation of the Digital Learning Advisory Committee (DLAC) in 2021. The genesis of this committee stemmed from the challenges faced by instructors and staff throughout the waves of the COVID-19 pandemic. This committee gave three key recommendations to enhance the digital post-secondary experience in B.C. by:

1) Identifying the lessons learned from the widespread adoption of digital learning models in post-secondary education throughout the COVID-19 pandemic,
2) Incorporating these into existing knowledge and best practices regarding the application of digital learning models in post-secondary education, and

3) Envisioning how human-centred digital learning environments can complement and enhance British Columbia's (B.C.) post-secondary system over the next 5-10 years. (Government of B.C., 2022, p.5).

The work of the DLAC led to the creation of B.C.'s Post-Secondary Digital Learning Strategy in 2023. Drawing on the contextual background of the strategy, the document reads:

> Students and people working in the post-secondary system overcame challenges throughout the COVID-19 pandemic, showcasing the system's resilience, adaptability, and strength. Beyond the pandemic, it is anticipated that a growing portion of the post-secondary experience will occur online through digitally accessed learning and services offered in parallel with on-campus options. This means that learners, educators, staff, and communities' reliance on digital services will continue to grow (Government of British Columbia, 2023, para. 5).

Establishing the context of this strategic policy is necessary since it dovetails with the research findings within this dissertation. The strategy was released in 2023 when the teacher participants in this dissertation gave their responses. The strategic priorities of the framework see some parallels with the findings and themes presented in Chapter 4. For instance, Strategic Priority 3, Enhancing Digital Equity, aligns with the theme of Educational Equity presented in Chapter 4 of this dissertation (Government of British Columbia, 2023). These priorities and findings were developed (somewhat unconsciously) in tandem in 2023 and appear to validate some of the recommendations presented in this research. However, where they differ is in how the implementation of these recommendations will be enacted. Chapter 4 explored this difference and identified the limitations of the Post-Secondary Digital Learning Strategy in its potential to impact all teachers working at colleges in B.C.

Also embedded as Appendix 2 within the Digital Learning Strategy is the B.C. Post-Secondary Digital Literacy Framework (Government of British Columbia, 2023). This framework presents a series of comprehensive recommendations to facilitate the increase of digital literacy skills among students, graduates, and educators. Building on the recommendations of the DLAC committee and B.C.'s Post-Secondary Digital Learning Strategy, the framework addresses how the COVID-19 pandemic highlighted the need to enhance digital literacy skills for those teaching and learning in B.C. colleges and universities. The framework identifies eight thematic competencies to gauge digital literacy. These include "ethical and legal; technology; information literacy; digital scholarship; communication and collaboration; creation and curation; digital wellbeing; and community-based learning" (Government of British Columbia, 2023, p.5). Importantly, for the context of this research, the thematic competencies reflect some of the findings presented in Chapter 4. The teacher participants in this research touch on the need to develop some of the digital literacy skills outlined in the framework. However, as noted in Chapter 4, implementing this framework in B.C. colleges and universities has encountered significant roadblocks. The roadblocks include time constraints and a disconnect between teaching unions, management, and the BC Ministry of Post-Secondary Education and Future Skills.

Outlining the proposed policy recommendations of the BC Ministry of Post-Secondary Education and Future Skills helps to establish the context of the research undertaken in this dissertation. The reflections of the eight college EAL teachers in this dissertation, in many ways, align with the suggestions within the digital learning framework. Both the framework and the teachers' accounts demonstrate the need to develop digital literacy in order to increase equity in education. What the teachers have added, however, is a personalized account of experiences to

help inform these initiatives from the province. The personal stories of college and university teachers working throughout the pandemic are noticeably absent in the framework. This dissertation helps to address this gap and bolster the aspirational goals of the framework by giving it a real voice through the lived experiences of teachers working during a global pandemic. In this next section, I will offer a visualization of how an EAL classroom could look, considering the definition and building on the reflections from the teachers who participated in this research.

5.3 A Snapshot of a Post-Pandemic EAL College Classroom in British Columbia:

When considering what a post-pandemic EAL college classroom in British Columbia may look like, I will begin by reconceptualizing what an EAL "classroom" in postsecondary is. Traditionally, English as an additional language courses in British Columbia colleges were taught in person within the confines of a physical space. The students who went to these spaces were usually from two groups: English for Academic Purposes (EAP) students who intended to further their learning by attending undergraduate or graduate studies at a designated university and Language Instruction for Newcomers to Canada (LINC) students studying English for many reasons, including employment or to meet immigration language requirements. These two groups of students were impacted equally by the COVID-19 pandemic restrictions, and the teachers had to adjust their courses accordingly.

Following the pandemic, we can observe that certain colleges are now offering a variety of course delivery options for their students. Vancouver Community College offers "class-based and online" LINC courses (VCC, n.d.). However, College EAP courses in British Columbia have returned predominantly in-person. Whether in-person or online, the Post-Pandemic College EAL classroom in BC sees changes to practices that were not present before.

Building on the teachers' reflections in this dissertation, increased knowledge of the learning management system (LMS) has enabled teachers to deliver content and lessons to students asynchronously. Although the LMS was utilized during the pandemic to help organize class information, dates, and assignments, it was not until the pandemic had ended that the teachers noted how the LMS could be used to set up their classes so that students could access lessons at different times. This significant change can give them choices to deliver their lessons in a hybrid manner. If a student (or teacher) is ill or unable to attend a class, alternative delivery options are now available. This allows for flexibility and increases access to account for educational equity.

The post-pandemic EAL college classroom also has teachers more attuned to the mental health needs of themselves and their students. The findings, based on the teachers' comments, emphasized the importance of mental health in teaching and learning a language effectively. Some teachers may incorporate mental health "check-ins" into their lessons (Li & Sun, 2023). This could serve the dual purpose of integrating a language lesson with the potential of gauging the students' health and well-being. Although not trained counsellors, this heightened awareness of addressing mental health issues could help teachers act as a conduit for students to get the help they may need. The teachers noted that they are now more mindful of this issue and have remained more aware. This was not simply a pandemic response.

Revised assessment practices will also be part of this new classroom. Paper-based exams and quizzes will give way to digital alternatives. Informed by UDL principles, students will be given more choices to meet the intended learning outcomes of a course. This approach may also influence student agency in learning and impact the willingness to acquire another language. Rubrics will also be more prominent, increasing clarity on assignment expectations (Khatri,

2021). Teachers will also use more "personalized" assessments, wherein the students link their experiences to the assignment. Examples of this can already be seen in the portfolio-based language assessment (PBLA) strategy promoted by the Centre for Canadian Language Benchmarks, as well as recent literature on ePortfolios and plurilingual language education (Goodier et al., 2022; CCLB, n.d.).

Increased rubric usage, the incorporation of more personalized assessments, and the adoption of additional quiz and test options (although responses to the pandemic) have found a more receptive audience among the teachers who participated in this dissertation. Their post-pandemic classrooms have seen elements of these changes and will continue to influence their teaching practice. However, as noted earlier, UDL strategies, such as offering student choice in assessment, will require more time and resources, so that teachers may not revert to the utility (and limited pedagogic value) of singular in-person proctored exams and quizzes.

Influencing these changes to pedagogic practices in the classroom will not be the only impact of the COVID-19 pandemic. The rise of artificial intelligence will also impact teachers in their approach to their classes. The effect of artificial intelligence on EAL teaching and learning is currently being studied (Barrot, 2023). Although research on AI and language learning falls beyond the scope of this study, it is worth noting that its prominent emergence in higher education has sparked a reevaluation of assessment practices, as it creates implications for academic integrity (Perkins, 2023; Eaton et al., 2021). In this dissertation, Teacher I5 noted how concerns about academic integrity grew as the teachers moved online. Barrot (2023) suggests that L2 writing teachers can mitigate students' misuse of AI by scaffolding and personalizing assignments. With a more integrated technological landscape in education, the post-pandemic EAL college classroom in B.C. must account for artificial intelligence. The changes to

assessment practices mentioned by the teachers in this dissertation provide some suggestions for addressing these imminent changes. This vision of a post-pandemic classroom, however, will have its limitations.

Although the pandemic was a crash course in instructional design for the teachers in this research, they also noted that support from unions, administrators, and the provincial government would be required to ensure that these positive changes continue to be implemented. Continued professional development and training will be needed to maintain and bolster digital literacy and increase comfort with educational technology. Multimodal pedagogy will also be prominent, wherein teacher education involves teaching in diverse contexts, including hybrid, face-to-face (F2F), and online settings (Li & Jiang, 2023). In turn, the post-pandemic college EAL classroom will be a place of language learning, enhancing students' digital literacy skills necessary to navigate living, working, and studying in another language and potentially another culture. By enhancing EAL teachers' digital literacy and educational technological skills, students will have increased access to learning. The EAL classroom will benefit from a curriculum that blends language learning with increasing digital literacy.

Finally, the physical configuration of the in-person post-pandemic EAL classroom looks different. Noting the socio-cognitive theoretical ties between the findings and EAL teaching and learning, we see how the importance of social interaction plays into a learner's cognitive development and mental health. Atkinson's (2011) "integrated sociocognitive space" refers to the alignment of the learner with their mental and physical landscape (p. 161). This can be facilitated online or in person by emphasizing social interaction while being mindful of the "classroom's" design. In this new classroom, students will be seated close to one another in groups (as opposed to the traditional rows seen in Canadian colleges) to foster the conditions for constructivist

learning. However, unlike a socio-cultural Vygotskian theory premised on in-person interaction, the "integrated sociocognitive space" looks different, where students may be synchronously online with the in-person students in a hybrid arrangement (see the OWL 360-degree camera research on hybridization by Pellerin, 2023). Computer screens or laptops can be placed strategically to facilitate communicative activities. Seemingly impossible 10 years ago, the lessons from the pandemic could make this classroom possible.

This snapshot of the post-pandemic EAL college classroom is envisaged in British Columbia, Canada, the location of the research. However, due to the innovations seen throughout the pandemic, this classroom could grow to be global in scope. Due to an increased understanding of teaching using videoconferencing tools and hybrid pedagogy, EAL teachers can now reach students synchronously worldwide. One example is North Island College on Vancouver Island, promoting Collaborative Online Intercultural Learning (COIL) projects (North Island College, n.d.). These COIL projects virtually connect students and faculty worldwide to collaborate on shared courses. Internationally, the COVID-19 Pandemic sparked an interest in COIL language courses, which were delivered virtually since international travel was impossible (Iwatsuki et al., 2024). However, as Iwatsuki et al. (2024) noted, class time zone differences must be taken into account in these classes to be effective. The post-pandemic EAL classroom presents an opportunity to expand these programs to reach students at home and abroad.

While I have painted an idealized picture of the post-pandemic EAL college classroom in B.C., some challenges remain to consider. The classroom can look very different from pre-pandemic times. Issues of educational equity can be acknowledged, hybrid delivery can

positively reconfigure student learning, and mental health concerns can be considered more seriously. However, the research I have undertaken for this dissertation has limitations. Although the conclusions I reached through my research were grounded in a thorough and reflexive process, these possible research limitations must be addressed. I will tackle these concerns in the following section.

5.4 Limitations of Research:

In this section of the conclusion, I will focus on three areas that highlight potential limitations of my research and propose a definition of a post-pandemic pedagogy of SLA. I will first revisit the methodology section to reflect further on how the data was collected and analyzed. The second limitation I will address is the philosophical and technological considerations currently being raised. Finally, I will discuss the current lack of research on my topic. By addressing these three areas, I wish to solidify my proposed definition of a post-pandemic pedagogy of SLA and hope this encourages others to expand on this interpretation in the spirit of transdisciplinarity espoused by the Douglas Fir Group (2016).

5.4.1 Methodological Limitations:

The first limitation of my research will redirect me back to the methodology chapter. Neoliberalism in education promotes quantifiable and positivistic research to inform educational policies and curricula: "theoretical emphases are on statistics, and the countable, on observation and testing, on the useful and on 'what works'" (Blake, 2003, p. 8). The interrelation between positivism and neoliberalism endorses a research agenda that questions the "validity" of small-scale qualitative dissertations like mine in favour of large-scale quantifiable data sets. A positivistic critique of my research would question the number of participants who have agreed to participate in this research.

Although eight participants may seem like a small number, I would argue that the richness of the data provided by the teachers fulfills the requirements to answer my research question. Also, Braun and Clarke's (2019) reflexive thematic analysis (RTA) process for data analysis supports the notion that all research is prone to subjectivity, regardless of the number of participants. This aligns with my interpretivist research paradigm, which aims to make meaning from the subjective interpretations of participant and researcher interactions (Kivunja & Kuyini, 2017; Scott, 2017). I feel confident that my research was not only thorough but also uniquely my own.

Furthermore, another positivist critique of small-scale qualitative research rests on "generalisability." This critique suggests that the findings from qualitative research are suspect because they lack universal applicability to different situations (Carminati, 2018). Generalisability also assumes that a priori knowledge structure exists and is unbiased. According to a positivist paradigm, quantifiable and statistical hypothesis testing is possible to make a "general" and transferable claim. This problematizes interpretivist qualitative research, which focuses on a more thorough analysis of specific cases (Ayres et al., 2003). However, the paradigmatic stance of interpretivist qualitative research does not adhere to generalisability because an interpretivist position acknowledges that general and transferable findings are impossible when involving human subjects. Just as no two humans are alike, no research involving people can ever be generalizable.

5.4.2 Philosophical and Technological Limitations:

The two primary challenges to the purpose and vision of this study are an ideological "push-back" against increasing learner choice and an uncritical view of educational technology post-pandemic. Firstly, despite increasing access to learning by offering choices in assessment

and modalities, the potentially positive effects of the pandemic have been met with a nostalgic (and ideological) desire to resume the "status quo" of pre-pandemic norms and power dynamics. If we moved towards more equity in education, a student-teacher relationship's "traditional" power dynamics would ostensibly move from a vertical top-down relationship towards a more lateral one. This has implications within a post-secondary environment, where an entire administrative bureaucracy is built on hierarchical grading and standardized testing (i.e., the registrar's office, language tests for entrance requirements, transfer agreements, and program policies). This bureaucratic grading and testing system is steeped within neoliberal education norms of competition (Apple, 2013). Bourdieu and Passeron (1990) argue that the status quo in education is perpetuated through social reproduction, whereby only those with the appropriate cultural capital are granted access to higher education. This is perpetuated by what Bourdieu and Passeron (1990) refer to as the "exclusion and selection" process of examinations. Equity in education is an affront to this ideology since it moves away from division and competition towards creating an even playing field. Adopting UDL principles also challenges the neoliberal educational apparatus by promoting access to learning rather than putting up barriers to separate "high-achieving" students from others.

The quote that began this dissertation reads, "When we emerge, our challenge will not be to proceed exactly as before, but to reflect deeply on what we have experienced, and take a sharp turn for the society for the better" (Hargreaves, 2020, para. 29). Written in 2020, Hargreaves' (2020) ambitious call could not have foreseen all of the changes to pedagogic practice mentioned by the teachers in this research. I would argue that many of these "sharp turns" in education have seen how teaching and educational design changes can improve society. Equity in education

through increased access to learning is now more possible. Student evaluation has been re-envisioned, and the mental health of students and educators has been brought to the forefront. However, as with many profound societal shifts, a return to the "old ways" (or hegemonic assumptions) has also found a voice (Brookfield, 2017). Cambridge professor David Butterfield remarks that post-secondary education has become "infantilized" since schools have given tremendous accommodations to students with mental health issues and have made assessments less competitive and more lenient (Butterfield, 2024). Furthermore, Jesse Stommel observed how a "push-back" to pre-pandemic educational policies has occurred. He asks in a conversation with Stachowiak (2023):

> if we were to do all this work to come up with these compassionate grading policies. Why would we go back to the previous policies? And that's what I've seen in the last couple of years. I've actually seen a reversion to some of the most conservative (policies)...I'm simultaneously seeing some of the deepest conservatism in capital 'S' schools and capital 'H' higher education.

These "push-back" effects are rooted in the social reproduction theory of education and neoliberal policies, which valorize competition. For the progressive and innovative changes mentioned in this research to continue, exposing power imbalances will require a sustained effort by teachers, schools, and policymakers. Returning to the classroom, the EAL teachers who participated in this dissertation clarified that they will not be returning to how things were and will continue implementing the changes they picked up during the pandemic. Their agency in promoting progressive pedagogic practices should not be discounted, and a "return to normal" must continue to be questioned.

Secondly, the growing awareness of teachers regarding educational technology, although potentially beneficial, must be critically evaluated. The vision presented here is that teachers should always be the primary point of contact with learners, and educational technology should always augment, rather than replace, teaching, if learning is to be accessible and equitable. Andy Hargreaves and his colleagues from the University of Ottawa created the Collaboratory on Change, Engagement and Innovation in Education (CHENINE) to support Canadian educators and educational leaders with a framework for innovative research in pedagogic and technological practices (University of Ottawa, n.d.). Addressing the lessons from the COVID-19 pandemic, the group stated, "Technology cannot and should not replace highly qualified teachers and professors" (University of Ottawa, n.d., para.4). I share this vision but endorse the mindful use of educational technology post-pandemic, provided it enables access.

Utilizing technology, like the LMS, to increase access to learning involves teachers approaching their lessons with an understanding that course delivery can take multiple avenues to reach learners who may not be able to be physically present for an in-person class. "Physically present" is a keyword to mention as mandatory in-person classes are a condition of academic ableism, which favours those who are able-bodied and demonstrates inequitable educational practices (Dolmage, 2017). The teachers who participated in this dissertation mentioned how teaching online provided unexpected benefits to students with disabilities and those who had family obligations. The post-pandemic college EAL teacher can now leverage the technological learnings from the pandemic to increase access to students with financial challenges, family obligations, or physical disabilities. However, as mentioned in Chapter 4, commitments to ongoing professional development must be made by the provincial government, teaching unions, and colleges.

Although I have shared the hopes and challenges associated with my purpose and vision for this research above, the practical significance of this dissertation lies in providing college EAL teachers with recommendations and teaching strategies to support language instruction post-pandemic. These recommendations are based on the experiences of the eight teachers who shared their insights in this research.

5.4.3 Research Literature Limitations:

A final limitation of my research is the lack of research on post-pandemic pedagogy in second language acquisition studies. Although an emerging body of literature exists on the effects of the pandemic on higher education (Clark, 2024; Mottiar et al., 2024; Gajdamaschko & Viden, 2024; Wuetherick et al., 2024), research on EAL teaching in a college setting is limited. This dissertation aimed to fill that gap by collating the existing literature on teaching and learning in higher education, historical SLA theories, and the reflections from the EAL teacher participants. The definition of a post-pandemic pedagogy of SLA I offer is meant to expedite further research on this topic. Adhering to the tenets of transdisciplinarity in SLA, as advocated by the Douglas Fir Group (2016), this definition is not definitive but rather a prompt to encourage diverse research perspectives and approaches on the subject. In the next section of the conclusion, I will elaborate on how these findings and reflections can have practical applications for both EAL teachers and those teaching in colleges in B.C.

5.5 Implications for Practitioners:

In this section of the conclusion, I will discuss the practical implications of the research findings presented in this dissertation for teachers. Based on the reflections of the EAL teachers who participated in this research, I will provide three recommendations to assist them as they approach their college classes. I will also apply these recommendations in my current role, where

I work with teachers across various disciplines. The first recommendation is to incorporate "well-being checks" and "digital literacy" in a language lesson. The second recommendation is increasing hybrid options by storing pre-readings and/or lesson recordings on the college's LMS. Drawing on UDL theory, the final recommendation will offer five strategies for EAL teachers to re-evaluate their assessment strategies. Although targeted towards EAL teachers in colleges, these suggestions will have helpful implications for most college teachers, regardless of discipline.

5.5.1 Incorporating Digital Literacy & Mental Health into Lessons:

Two dominant themes from the findings section were heightened mental health awareness and the need to increase digital literacy for both students and teachers. One teaching recommendation that can be implemented is to incorporate "well-being checks" into a lesson. For instance, if the teacher were teaching adjectives, a series of feelings to describe moods could be taught. I would suggest that for emotions to be discussed, two things should occur: one, the teacher should model this exercise by using adjectives to describe their mood, and then wait until a rapport has been developed in the class before discussing personal well-being. If these steps were taken, mental health awareness could be raised while increasing vocabulary.

A second teaching recommendation could be to raise digital literacy skills by allowing students to reflect on their own digital literacy. Teachers could encourage students to keep a reflective journal on how educational technology could help or hinder language learning. The benefit of this assignment is twofold: firstly, it can help the teachers gauge their students' digital literacy, and secondly, it can bolster intrinsic motivation by "personalizing" their writing (Dörnyei, 2001). These are just two teaching suggestions developed from the reflections of the

teacher participants. Although these may be EAL-specific, teachers in different areas could look for ways to leverage these ideas within their own classes.

5.5.2 A Vision for Hybrid Delivery and Increased Access to Learning:

In Chapter 1 of this dissertation, I mapped out my purpose and vision for this research. In this conclusion, I would like to revisit the vision for an equitable increase in access to learning. The teachers' reflections encouraged me that teaching and learning a language can continue despite the challenges of a global pandemic. The lessons I took from this research gave me the hope that educators will not revert to the "old ways," favouring those who were able-bodied, more affluent, and did not have caregiving commitments.

The teachers have demonstrated that this vision can be actualized, as evidenced by their successful experience in increasing educational access to their students through the ERT. Their experiences led them to see the benefits of adopting a hybrid approach to teaching. My recommendation here involves college EAL teachers becoming more aware of the capabilities of a learning management system (LMS) at their institutions to develop hybrid options for the learners. They can now record (or pre-record) their lessons, allowing learners to access them at any time asynchronously. They can post pre-readings to allow the students more time to engage with the material. Additionally, they can reach new students who may not have otherwise been able to attend by providing them with access to the class through the LMS.

This recommendation for increased hybridity still presents challenges, such as facilitating synchronous interactions with students in class or online. However, the benefits of increased learner agency, offered through a choice of delivery and access, will outweigh these logistical challenges. Another challenge will be prioritizing the teacher-student relationship over the continued omnipresence of educational technology. As was seen in the findings, mental health

and well-being can be diminished without social interaction. The challenge will be to strike a balance between increasing access to learning and maintaining strong social connections. The recommendation above for regular “check-ins” can be done online and in person.

Despite the challenges, my vision for hybrid delivery and increased access to learning can be met, as teachers have demonstrated that it can work. We must continue to reflect on these pedagogic changes that have occurred and remind governments, institutions, and other educators that if equity and access are goals, perseverance through critical reflection is essential. Brookfield (2017) reminds us that critical reflection is not a “one-off” but a sustained and iterative process. The COVID-19 pandemic was a tumultuous and traumatic experience for many college teachers and students. However, positive teaching and learning changes can continue in post-secondary institutions, provided we foreground equity and access in policies and practices.

5.5.3 Re-evaluating Assessments:

The third recommendation involves re-evaluating course assessments. Hobbins et al. (2024) researched teachers at a Canadian university to investigate changes to assessment instigated by the switch to ERT from 2020 to 2021. Their findings provide five practical suggestions to help teachers post-pandemic. They include "shifting a focus from tests to assessments, incorporating higher-order vignette-style assessment questions, including a review or 'how-to' session for assessments (e.g. reviewing rubrics), facilitating more frequent feedback through remote technologies, and integrating ungraded, informal check-in points throughout the course" (Hobbins et al., 2024, pp. 11-13). Although situated in the health sciences, this recent literature substantiates the findings in this dissertation and correlates with the findings in Chapter 4. Based on the EAL teachers' reflections on how they will now assess their students, I will offer my recommendations. These five suggestions are also grounded in UDL learning design:

1) offer choices in assessments (written work, presentations, discussions, creating videos), provided they meet the intended learning outcomes
2) Time permitting, co-create a rubric with the students to make the assignment expectations transparent
3) "Personalizing" the assessment to build intrinsic motivation and agency (e.g. reflective journals or portfolios)
4) Scaffolding" larger assessments into smaller, manageable chunks (process-focused)
5) Co-develop an assessment strategy with the students (building agency and accountability)

Although these recommendations may not appear to be radically different from those familiar with best practices in EAL teaching and learning (see Shapiro et al., 2019), I argue that the lessons from the pandemic have strengthened the need to incorporate these assessment strategies since they promote more equity and can be implemented both online and in-person. Also noted by the teachers in this dissertation was a concern for maintaining academic integrity throughout the pandemic. Although not a panacea, the above suggestions can assure teachers that the student's work will indicate more integrity. Adaptations to assessment practices spurred on by the COVID-19 pandemic may continue to be a lasting legacy of the switch to ERT. The changes noted by the teachers show how teaching and learning during a global crisis can be turned into something positive.

These three recommendations: incorporating mental health and digital literacy content into lessons, adopting some concepts of hybrid learning, such as recording lessons or making readings available beforehand, and utilizing some of the assessment advice above, are recommendations for EAL teachers working in colleges post-pandemic. Going back to pre-

pandemic pedagogic strategies would not seem to account for the current realities of teaching and learning. These recommendations reflect what has happened, but they also look to the future, as they can account for any unforeseen crises that could potentially arise. The final section of the conclusion will focus on looking toward the future.

5.6 Future Directions:

Utilizing Brookfield's (2017) four lenses of critical reflection as a framework to study the effect of the COVID-19 pandemic on the teaching practices of EAL teachers in BC colleges helped to situate this research between 2020-2022. In this final section of the conclusion, I will look to the future and focus on two key areas. In the first area, I will propose future research areas and how my research can add to them. The second area I will focus on is my future plans and goals based on the findings from this research. To conclude, I will revisit the dissertation question I set out to answer and discuss how it has been answered through my research.

5.6.1 Future Research:

This is a dynamic time in educational research. This period of volatility, uncertainty, complexity, and ambiguity (VUCA) was sparked by the COVID-19 pandemic and has become more complicated with the ubiquity of artificial intelligence (Hargreaves, 2022; Samala et al., 2024). The history of second language acquisition (SLA) research has seen “epoch” moments before: Chomsky’s (1959) ushering in of the innatism movement, Vygotsky’s (1978) prescient spearheading of the socio-cultural era, and Kumaravadivelu’s (2001) questioning of pre-existing theories through the introduction of Postmethod pedagogy. I argue that the COVID-19 pandemic will prove to be another pivotal moment in the history of SLA, as it launched a time of unprecedented pedagogical innovation. Language teachers did not invent new practices. Instead, they leveraged pre-existing theories to create unique strategies for teaching their students. Post-

pandemic SLA research will examine how teachers adapted to this period and observe the changes that continue to impact how we teach and learn languages. This dissertation adds to that research. The significance of this research is valuable to researchers in second language acquisition (SLA).

In this chapter, I have provided a proposed definition of a post-pandemic pedagogy in SLA, which sees digitally literate instructors employing more equitable pedagogic techniques (like UDL) while being more mindful of the socio-cognitive factors that allow language learning to occur. My definition is limited to this dissertation and is meant to facilitate further discussions on the topic rather than being a dogmatic assertion. This approach to introducing a concept to promote a collaborative research agenda aligns with the work of the Douglas Fir Group (DFG) (2016) since Transdisciplinarity and SLA can be described in two parts.

Firstly, Transdisciplinarity accepts that multiple theoretical and cross-disciplinary perspectives on second language acquisition are valid and can add to an overall body of multilingual language acquisition research. The definition I have proposed in this conclusion is grounded in transdiciplinarity SLA studies and is intended to add to the field of SLA research. Secondly, the DFG's (2016) theoretical framework of transdiciplinarity is evergreen (like the Douglas Fir tree itself) and can accommodate rapid technological change such as that which transpired in 2020. My proposed definition can be placed in this framework and inform future SLA research.

However, the name “SLA” is contentious since it does not reflect the multilingual reality of most language learners (Anderson, 2022). Future research will likely address this term and recast SLA with terms that mirror the backgrounds of most language learners. Anderson (2022) proposes that the term "additional language learning" (ALL) is more representative of this fact

and should be adopted within the broader field of applied linguistics. The definition I offer for this dissertation uses SLA. However, I hope to revisit my research with this term in mind, as it aligns with the other terms used throughout this dissertation: English and an additional language (EAL), and teaching English as an additional language (TEAL). I look forward to following (and perhaps contributing to) the literature on this topic, as it also complements the theme of post-pandemic change in language learning that I have presented.

Also, the findings of this research are significant for those working in teaching and learning in post-secondary institutions in British Columbia. Every publicly funded college in British Columbia has a teaching and learning centre or department (see Selkirk College Teaching and Learning Centre and Camosun College for Excellence in Teaching and Learning). These centres are designed to "support faculty in the development of their teaching practice, and in the development of curriculum, instructional materials, media and the appropriate use of technology" (Camosun College, n.d., para. 1). The recommendations given in this chapter (although intended for EAL teachers), can benefit those working at these teaching and learning centres by providing research data for teacher training, curricular reviews, implementation and promotion of educational technology, and institutional-specific research.

Finally, this dissertation can contribute to the larger field of the scholarship of teaching and learning (SoTL). The Elon University Center for Engaged Learning (n.d.) states, “The Scholarship of Teaching of Learning (SoTL) involves faculty (sometimes in partnership with their students) undertaking systematic inquiry about student learning – informed by prior scholarship on teaching and learning – and going public with the results” (para.1). Since this research involved teachers working in post-secondary education, there are obvious implications

for SoTL. The quote above also advocates for SoTL researchers to “go public” with their findings. I will outline the steps below.

5.6.2 Personal Commitments:

The second area I will look towards in the future is my personal commitments, based on the findings from this dissertation. Since my research has applications for both scholarship of teaching and learning (SoTL) and second language acquisition (SLA) studies, I will have numerous avenues to distribute the findings from this dissertation. Canada has the Society for Teaching and Learning in Higher Education (STLHE) (n.d.), which publishes a journal and hosts an annual conference, at which I plan to present. Regarding SLA, British Columbia Teachers of English as an Additional Language (BC TEAL) also has an academic journal (of which I am a reviewer) and an annual conference (BC TEAL, n.d.). I will first submit an article to the journal and then propose presenting at the annual conference, which is usually held in Vancouver. However, my first project is to present at the University of Calgary's Teaching and Learning Centre's annual conference (Taylor Institute for Teaching and Learning, n.d.). The theme of this conference is "re-assessing assessment". The contributions from my research will be timely and relevant.

Another area in which I will apply my findings to my personal context involves my position as a teacher educator. I can assist (mostly new) college faculty members with instructional skills and professional development workshops in my current role. As assessment and educational technology practices constitute a large part of our workshops, incorporating my research findings into the training is a logical fit. Furthermore, since the findings are focused on British Columbia, the teachers may appreciate that colleagues working in a similar context shared their thoughts and experiences. I have already presented a workshop on UDL for teaching

faculty utilizing the findings from my research. I look forward to applying my research further in my current and future roles.

5.6.3 Conclusion:

To conclude, the question asked in this dissertation is, "How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?" I used Brookfield's (2017) four lenses of critical reflection to frame the research questions and provide the teachers an opportunity to reflect on their experiences. The data were analyzed using Braun and Clarke's (2019) RTA approach. After analyzing the responses of eight EAL college teachers, I can say that the pandemic did, in fact, impact their teaching strategies. The research provided concrete instances of how the teachers mostly changed their practices positively. As a result of these findings, I offer a proposed definition of a post-pandemic pedagogy of SLA, which sees digitally literate instructors employing more equitable pedagogic techniques (like UDL) while being more mindful of the socio-cognitive factors that allow language learning to occur. The hope for this dissertation is that it will contribute to ongoing future research on post-pandemic second language acquisition studies and offer college English language teachers (as well as college teachers in general) proposed teaching strategies grounded in best practices learned through the experiences of EAL teachers working through the COVID-19 pandemic.

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Appendices

Appendix 1: Participant Questionnaire and Semi-Structured Interview Questions

Research Question:
How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?
These questions are open-ended and intended to reflect the personal and subjective nature of your experience.
Questions:

1) Before the pandemic, what was your teaching experience online/remotely?
2) Did you get student feedback throughout your experience teaching remotely during the pandemic? If so, how did you do this?
3) How much contact did you have with your colleagues while teaching remotely during the pandemic?
4) Did you refer to any literature, blogs, or other resources to help you during the switch to remote teaching and learning? If so, could you mention some examples?
5) Did you make any alterations to your teaching and learning practice? If yes, could you provide an example?
6) Did you experience any specific challenges as we switched to emergency remote teaching? If so, could you provide an example?
7) Now that we have (mostly) resumed face-to-face instruction, are there any strategies you would keep or are keeping?
8) Is there anything else you would like to add? Is there anyone else you know of who might be interested in adding to this research?
9) Would you be willing to discuss these themes further in a one-on-one interview?

Appendix 2: Participant Information Sheet

College of Social Sciences

Participant Information Sheet

Study title: How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?

Researcher: Tyler Ballam. xxxxxxxx@student.gla.ac.uk
Post-Graduate Researcher. College of Social Sciences. University of Glasgow.

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You are being invited to take part in a research study. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take some time to decide whether or not you wish to take part.

Thank you for reading this.

This study will seek to examine EAL college instructors' thoughts on their experience switching to emergency remote teaching during the COVID-19 pandemic. The research will be conducted in two parts. Firstly, there will be a short open-ended survey questionnaire administered to investigate the topic. Secondly, follow-up semi-structured interviews will be conducted to delve deeper into the study.

This project intends to contribute to scholarly research in teaching and learning and help EAL college instructors reflect on how the pandemic may have potentially impacted their pedagogic practice.

Participation in this study is voluntary and will require approx. 30 minutes to fill out the survey. The semi-structured interviews will take approx. 1 hour. Personal details will be kept confidential. Id numbers will be given to each participant.
The collection of this data will be used for STLHE (Scholarship of Teaching and Learning in Higher Education) conferences or journals, as well as informing professional development courses. Personal data will be destroyed after the research is completed. The research data will be stored on the researcher's personal computer and removed after 10 years. Please note that confidentiality may not be guaranteed due to the limited size of the participant sample and in the event of disclosure of harm or danger to participants or others. You are free to withdraw from this research at any time (from receiving this sheet to research competition).

You have been invited to participate in this research via e-mail correspondence. This will be the primary mode of communication for the duration of the research. The intent of this research will be to help EAL practitioners reflect on their practice over the past three years and to share this information with the greater academic community in British Columbia and beyond. Your insights will help to provide a historical record of what as transpired within the collegiate EAL sector from 2020-2023.
You will be able to access the research through the thesis submission, journal articles, conference papers, workshops, and professional development presentations. Furthermore, if requested, I will provide a written summary directly to you.

This research has been considered and approved by the College Research Ethics Committee.

To pursue any complaint about the conduct of the research: contact the College of Social Sciences Lead for Ethical Review, Dr Benjamin Franks socsci-ethics-lead@glasgow.ac.uk

End of Participant Information Sheet

Appendix 3: Participant Invitation to Participate in Research Document

Invitation to Participate in Research

A little bit about me:

Hello colleagues. My name is Tyler Ballam, and I have been an EAL instructor for close to 20 years. I began my career in South Korea after I graduated from the University of Victoria in 2001. While in South Korea, I completed my MA in Applied Linguistics and TESOL from the University of Leicester in the U.K. Teaching English as an additional language has provided me with an opportunity to live and work in Asia for 10 years while making many new friends along the way. I returned to Kelowna (my hometown) in 2011 and worked in the ESL department at Okanagan College. In 2012, a job came up at Selkirk College in the West Kootenays, and I have been living and working here ever since. I am currently doing my doctoral dissertation in education at the University of Glasgow in Scotland.

A little bit about the research:

Regardless of our discipline, many post-secondary educators have gone through a transformative past three years. For many teachers, the COVID-19 pandemic has upended the traditional ways of teaching and learning, which have guided us for decades. Writing at the beginning of the pandemic, Hargreaves (2020) wrote, "When we emerge, our challenge will be to not proceed exactly as before, but to reflect deeply on what we have experienced, and take a sharp turn in education and society for the better" (para. 29). Now that we have emerged and life has some semblance of "normalcy," I have taken up Hargreaves's call to reflect on what has happened and discover if we can leverage our experiences to make a better future for society and education. This is the impetus for my research.

The question I will be asking in my research is "How (if at all) has the Covid-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post-secondary colleges in British Columbia, Canada?". The research proposal was carefully constructed and ultimately approved by the research ethics committee at the University of Glasgow. Evidently, they also felt that this was an important topic to research.

This is an invitation to see if you would like to share your stories. The results will be anonymized and distributed to you upon completion. I am genuinely interested in learning from your experiences, and I hope we can inform a future direction for EAL in the college sector in B.C.

The research will be in two parts: an open-ended questionnaire and a one-on-one interview (optional). If you would like to participate, kindly e-mail me at tballam@selkirk.ca or xxxxxxxx@student.gla.ac.uk.

Thank you very much for your consideration. Tyler Ballam

Hargreaves, A. (2020, April). What's next for schools after coronavirus? Here are 5 big issues and opportunities. The Conversation. https://theconversation.com/whats-next-for-schools-after-coronavirus-here-are-5-big-issues-and-opportunities-135004

Appendix 4: Consent Form

College of Social Sciences

Centre Number:
Project Number:
D1668669837337

Participant Identification Number for this trial: xxxxxxx

Title of Project:
How (if at all) has the COVID-19 pandemic impacted the teaching strategies of TEAL (Teacher of English as an Additional Language) practitioners at post- secondary colleges in British Columbia, Canada?

Name of Researcher(s): Tyler Ballam

CONSENT FORM Please initial box

I confirm that I have read and understood the Participant Information Sheet.	☐
I have had the opportunity to think about the information and ask questions, and understand the answers I have been given.	☐
I understand that my participation is voluntary and that I am free to withdraw at any time (from receiving this form to research completion 07/31/2024), without giving any reason, without my legal rights being affected.	☐
I confirm that I agree to the way my personal data will be destroyed after completion of the research and that anonymised/pseudonymised data will be stored for up to 10 years in University archiving facilities in accordance with relevant Data Protection policies and regulations.	☐
I understand that all data and information I provide will be kept confidential and will be seen only by study researchers and regulators whose job it is to check the work of researchers.	☐
I understand that if I withdraw from the study, my data collected up to that point will be retained and used for the remainder of the study.	☐
I agree to take part in the study.	☐

Other optional statements related to qualitative study design:

I agree to my interview/focus group being audio-recorded. ☐

I choose **not** to have my interview audio recorded. ☐

I understand that my information and things that I say in an interview or focus group may be quoted in reports and articles that are published about the study, but my name or anything else that could tell people who I am will not be revealed. ☐

_____	_____	_____
Name of participant	*Date*	*Signature*
_____	_____	_____
Name of Person taking consent (if different from researcher)	*Date*	*Signature*
_____	_____	_____
Researcher	*Date*	*Signature*

(1 copy for participant; 1 copy for researcher)

Appendix 5: Sample of Manual Coding with Colour Coding

Codes and Themes

Assessments Positives Checking on student well-being
Professional Development/ Training Hybrid Delivery- Synchronous vs Asynchronous- Blended
Growth Mindset Pedagogic trends- innovations, what's being kept Student access and digital literacy Flipped learning
UDL Skills Development (writing, reading, speaking, listening)

Teacher Quotes

it was incredible that by not having to commute, by not having to go to meetings, discuss with colleagues lose time around the coffee cooler. My productivity went up astronomically **Positives**
But this goes back to a philosophy I have about teachers that with most professional development is that we don't need another seminar. We just need another hour in the day. **Negatives Professional development/ Training**
So really my, my courses benefited. They became very airtight. I would say as a result of this, because because you're being held account. You're not just putting it on, typing it on a or writing it on a chalkboard. It's it's staying up there. **Positives**
I I like the headset. I love a condenser microphone. I love the headset and and good audio. I'm my here, I'm hearing impaired self-inflicted. **Positives**
I'd love to have a group of students, or whoever is able to, you know, get together, and some might not. But I I think when we talk about hybrid, I I don't think it's hybrid enough…., I don't want to jump to my punchline on this. But when I said, It's very polarizing. my my motto is, why, choose? Hybrid Delivery- Synchronous vs Asynchronous- Blended UDL
So accessibility of resources, they. They're updated in real time. And and again, my my teaching is much more airtight. **Positives Changes**
I've always been sort of a details and diligent person, but this it put me to next level air tightness. **Positives Changes**
So I kept with the same thing just to save prep time, the same kinds of questions. So it'd be questions like, you know, "How was your experience today? Did you have any problems? What was good about today"? Some of them are open, ended. Some of them were more, you know. yes, no, or a rating one through 3 or something like that. Checking on student well-being Student feedback
But there was a lot of spontaneous feedback, and students would give me suggestions like, Oh, I6, why don't you do it this way, I6, could you put that on screen now? Or I6, could you send us a video about that? Or do you have a link? Student feedback

it was very dynamic. It was interactive between the students and me Student feedback
So students will say, “Oh I6, you have to turn this on, or I6, you know they….” So, it was really interesting but they helped me learn. Student feedback **Positives Growth Mindset**
People were ignoring each other or not reaching out. I think it was really people had so much going on in their personal lives. **Negatives**
especially the lower level students who have more trouble expressing themselves, and sometimes it was a combination of the what bad wi-fi! They sound like robots, you know. **Negatives**
I've always been like that. But I think I actually do it more. Now I think I try and have more fun. **Positives Changes**
And I think they also is more interesting if they have. Yeah. So and more projects and video making videos, too, I never used to do that. **Assessments Changes**
I just have them like, “Okay, you're going to do an interview with your partner. Make a video online, and then I'll listen to it with with the partners, and we'll talk about it”. And and I'll pause it every so often and get back that way. **Assessments** Skills Development (writing, reading, speaking, listening)
So the feedback and the video that's very fast. So you have them do their conversation or whatever it is, and then you pause, give them feedback. **Assessments**
rubrics became more important over Covid **Assessments**
This is a, so I have all this stuff. Now, it's like, this is a good example of a video. This is a less good. Can you see? **Assessments**
some of them learn some digital literacy toward it, and they all said that at the end of the course, when we're talking about you know, what did you learn? They said. “Oh, I'm more comfortable with Moodle and logging in and knowing my passwords” Student access and digital literacy
So what we did is we were teaching like four afternoons. So we we changed it to have a pot on Zoom two afternoons, and we taught asynchronous two afternoons. And that was great, because we can put a lot of just our assessments and just any Moodle activities on and we would have like a presence, students would work on their own. So that really, that really helped. Hybrid Delivery- Synchronous vs Asynchronous- Blended **Positives Assessments**
And actually, we got we still have half that department is online, mostly because Vancouver's so expensive, a lot of our students live outside. So the commute time is huge. And if students are you know, they are they're working really hard, they've got kids, and really helps them just to be able to go in their room and learn on Zoom. So a lot of students like it **Positives** Pedagogic trends- innovations, what’s being kept
our lower or like level five, CLB, five classes, a lot of those students had major digital literacy issues and needed a lot of help, and then didn't have very high level language either. **Negatives** Student access and digital literacy
having worked together for years, that was great. I felt I felt supported. **Positives**

Appendix 6: Mind Map of Codes and Themes