

**Report on Long Term Assisted Leave
BCGEU, Article 18.16**

Name: C. Dawn Johnson

Local: 2969

Position at time of leave: ESL instructor and Teacher Trainer

Department: English Learning Centre/ VIU International Education

Immediate Supervisor: Paula Madziya/Norma MacSween

Number of Weeks Requested for Leave:

(If leave is split up over the year, please specify exact weekly breakdown.)

Start Date(s): April 1, 2020

End Date(s): August 5, 2020

Number of days/weeks: 4/18

Summary

I am currently engaged in research entitled *We all shine on: Supporting international student voices at a small teaching university in Western Canada – an arts-based approach*. This report summarizes the work that I completed on my research during my supported leave from April 1st to August 5th, 2020. In it I highlight my data collection and drafting of presentation of that data. Ultimately, my intention is to promote respect of student perspective and voice, a goal that I feel benefits all.

Report

In my application, I proposed to continue working on my doctoral thesis. My research question is:

If ESL students who experience situational anxiety around spoken academic communication utilize strategies from the Academic Spoken English Strategies Survey (ASESS) (Schroeder, 2016), what will the effects be?

- a) In what circumstances does the participant experience this kind of situational anxiety?
- b) What strategies does the participant use to cope with this situational anxiety?
- c) How does the adoption of ASESS strategies affect this situational anxiety?
- d) How effective does the participant perceive these strategies to be?

The actions that I suggested I would take in my leave proposal included the following:

- Engaging in data collection including participating in interviews and transcription of interviews
- Gaining approval of transcripts of interviews from participants
- Conducting data analysis including coding and use of Nvivo
- Gaining approval of analysis from participants
- Writing and submitting my draft 1 to participants for feedback and approval
- Rewriting and submitting my draft 1 to my supervisors for feedback and approval
- Continuing to read on a variety of topics including:
 - Arts in research
 - Collaborative participatory research
 - Backgrounds of my potential student participants
 - “Shop floor” internationalization
 - Anxiety in ESL
 - Interventions to mitigate this anxiety

I engaged in all these actions and completed most. Additionally, due to Covid 19, I resubmitted multiple drafts of my research proposal to the REB of both the University of Liverpool and Vancouver Island University, seeking approval for changes to my methodology.

Upon approval of these changes, I commenced data collection via interviews over Zoom. I conducted 17 interviews, transcribing them in a timely fashion for approval and feedback from participants. Additionally, I engaged in line by line analysis and sought collaboration for this as well. Finally, I wrote multiple drafts of case studies for each of my 5 participants and sought approval of these from my primary supervisor Dr. Reis-Jorge of the Instituto Superior de Educação e Ciências in Lisbon, Portugal.

Reading is ongoing.

I believe I have met the criteria for this leave because I engaged in nearly all the activities that I suggested I would. Additionally, I have continued to work on my research to gain approval of my drafts from Dr. Reis-Jorge and my research participants.

I think this work has great value to my profession, and to VIU as an institution. I am passionate about empowering students through collaborative research as evident in the work I described above. I want my research to be a platform for sharing voices and perspectives – something I can use in my teaching as I broaden my own perspective, helping to shape my work including the methods and resources I choose to use in class.

Furthermore, I hope that my research can promote awareness and potentially create a process whereby instructors can help their students find interventions to support their communication and participation in class. I hope this benefits classes, departments, the campus but especially the students. Additionally, I feel that by sharing findings with VIU students, I can support them in their communication in their academic classes. I also hope that by engaging students collaboratively I will not only support them in sharing their perspectives on campus, but also in voicing their worldviews to the greater academic community, including through their own future research.

The time I have had on leave is greatly beneficial to my potential success in these goals and I thank VIU and BCEGU for their continued support.