

Editorial

Building Resilience: The Role of a Peer-Reviewed Journal in Strengthening the Field

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The 2025 editorial for the *BC TEAL Journal* underscores the role of peer-reviewed journals within the wider field of English as an additional language (EAL) teaching and learning. In complex and challenging times, these kinds of journals can be a source of resilience for the field by overcoming negative perceptions and providing a repository for scholarship that strengthens teaching and learning. This editorial also highlights the current issue's articles related to moments of tension in the teaching practicum and the importance of interpretive capacity for navigating research-based evidence. It ends with a positive note on the ongoing role journals play in providing a space for theory building, knowledge creation, and transformative practice.

From the Editor

To say that English as an additional language (EAL) teaching and learning in British Columbia, and more widely throughout Canada, is facing challenging times is an understatement considering the shifting policy and programming changes that have affected the field over the past year (e.g., Balyasnikova et al., 2025; Callan & D'Mellow, 2025; Crabb, 2025; MacGillivray, 2025). In response, the field has rallied to connect with government (e.g., BC TEAL, 2026) and the wider community (e.g., Williams & Stallone, 2025) to address these challenges and find a way forward to continue strengthening and sustaining EAL teaching and learning as part of an overall approach that supports the common good through meaningful educational opportunity.

Peer-reviewed journals also have a role to play in meeting these challenges by strengthening the field of EAL teaching and learning through scholarly publishing that works to counteract possible negative perceptions that English language teaching is merely a remedial or technical endeavour operating on the fringes of more important educational priorities (Ding & Bruce, 2017; MacDonald, 2016). Journals, such as the *BC TEAL Journal*, work towards overcoming these perceptions by providing a repository for articulated practice, theory, and research that supports a better understanding of the issues related to how additional languages are taught and learned (Ding & Bruce, 2017). They are a place to highlight the theory building, knowledge creation, and transformative role EAL teaching and learning plays within the wider educational landscape (Douglas & Landry, 2021). What's more, these journals are also a place for readers, peer reviewers, authors, and other contributors to cultivate the credibility and breadth of knowledge they need to inform decisions, question practice, and address challenges while steering the field themselves with intention and foresight (Scrivener et al., 2016; Whong, 2023).

While this year's issue is shorter than those in the past, it still offers up insights within the spirit of strengthening and contributing to the field in meaningful ways. In this issue, Densky (2025) has outlined how moments of tension during a practicum within a teaching English as an

additional language (TEAL) certificate can lead to transformation and growth for emerging educators. Complementing Densky's research study, Ahmed (2025) has addressed how EAL teachers can engage with research as part of their ongoing professional development. He proposes nurturing teacher's interpretive capacity and takes into account teachers' emotions as they develop and grow their educational understandings. Key to both of the above articles is the idea of resilience in the face of challenge. As the challenges faced in the past year continue to extend into 2026, it is heartening to consider the ongoing and robust role of peer-reviewed journals within the field and look ahead to the *BC TEAL Journal* continuing to provide a needed space for theory building, knowledge creation, and transformative practice.

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