

# Introduction

Welcome to the ESL Infusion Video Series: Voices of ESL Learners and Their Teachers! The students share their experiences as language learners in the Canadian school system; the teachers provide advice as to how educators can facilitate the overall success of the ESL learner. This video is designed to help pre-service and in-service teachers infuse ESL pedagogy into their classrooms and schools. It can be used in two ways, on its own or as a workshop tool with this Companion Guide.

The video has been divided into themes. Each theme is approximately five minutes long with a sixty-minute total running time. Teachers can watch the video in its entirety or by segments. **A stop screen has been inserted after each theme to indicate when teachers should pause the video and refer to the activities in the guide.** The activities are flexible and meet a wide range of professional development needs. Teachers or workshop facilitators can run a workshop on the entire program or select themes which meet their current needs. The aim is to raise awareness and improve teachers' daily practice with ESL students. The guide has been divided into five main questions and several themes. Introducing each main question is a chapter that provides background information and a list of resources such as books, journal articles, videos and websites. Within each theme you will find the following activities:

- **Discussion questions** related to the theme and video excerpts,
- **Individual or group activities** to explore the theme in more depth,
- **Practicum or in-class activities** to infuse this new knowledge into teaching practice, and
- **Personal reflection activities** to relate the concepts to a teacher's life experiences.

The video's transcript is available online at <http://eslinfusion.oise.utoronto.ca>.

## Background information and resources ▼

### Background

#### Who is the ESL learner?

This section of the guide provides teachers with background on recent research as well as resources for further exploration. The video clips in this segment provide an introduction to the students and their experiences. ESL learners are individuals who are learning English as a second, third or fourth language. The terms learner and student are used interchangeably in the literature.

Changing demographics in our schools require educators to develop and implement strategies that meet the needs of culturally and linguistically diverse ESL students. At the 2003 CERIS conference on 'Immigrants in Toronto Schools', researchers presented findings from a three-year study of immigrant children in the Toronto District School Board (Ansaf & Kilbride, 2003). Students in the study requested that teachers be better informed of the immigration and refugee processes (CERIS, 2003). This information would help teachers understand more about students' needs. Through our interviews it became apparent that teachers must also be informed about ESL students' experiences on the first day. In heeding this advice, the next two sections will explain to teachers why it is important to develop awareness of immigrant and refugee experiences and ESL students' first day of school.

#### Immigrant and Refugee Experiences

According to the 2002 Immigration and Protection Act, newcomers to Canada can be divided into two categories: refugees and immigrants (Canadian Immigration and Citizenship, 2003). This distinction recognizes that newcomers move to host countries for a variety of reasons. Some newcomers come to enhance their economic situation or education by choice, while others can be political and/or religious refugees (Trueba, Cheng & Ima, 1993).

For most refugees, unlike immigrants, returning to their homelands is rarely a viable option. Refugees may have suffered persecution because of their race, religion, nationality, membership in a social group, and/or due to expression of political opinion (UNHCR, 2000). The tragic and often violent personal histories of refugee children (Kapielian-Churchill & Churchill, 1994) contrast starkly with the

## Information about video excerpts ▼

### Who is the ESL learner?

#### Immigrant and Refugee Experiences

##### Video Excerpt:

In these clips students discuss the challenges they had in adjusting to a new life in Canada. We suggest that you watch the section titled *Immigrant and Refugee Experiences*, stop the video the end of the section and complete the activities below. A screen will indicate when you should stop the tape.

##### Discussion Questions:

- What were some of the difficulties that students raised in the video about their experiences of moving to Canada? What are some difficulties that you have noticed amongst your own students in their adjustment to Canadian life?
- Keeping in mind that the immigrant experience can differ sharply from the refugee experience, discuss the reasons for migration to Canada?
- What are some of the major changes that immigrant and refugee children will experience in their lives upon arrival in Canada?
- How might the stresses of an immigrant child differ from that of a refugee?
- What experiences might a recent immigrant find strange in a Canadian school? What experiences might a new refugee find strange at school?
- What can teachers and/or administration do to reduce the stress of immigrant students both in school and out of school?
- How can teachers/administration increase their knowledge of the issues that students are experiencing?
- How can teachers/administrators form coalitions with parents and the community to meet the needs of immigrant and refugee students?



## Discussion questions

## Individual or workshop activity ▼

## Estimated time of each activity ▼

## Practicum or in-class activity ▼

## Material required

#### Individual or Group Activity: Compare and Contrast

Time: 30 minutes

Materials:  
Appendix A: Immigrant and Refugee Venn Diagram  
Appendix B: Immigration/Refugee Factors to Consider (Overhead)

The purpose of this activity is to acquaint teachers with the similarities and differences between the immigrant and refugee experience and how these differences might affect students' performance at school.



To complete this activity on your own, read the following:

The steps you will follow are similar to those outlined for the workshop. Please read through the steps. Read the factors and complete the Venn Diagram. Reflect on step #5. We suggest reflecting in your journal in place of the group discussion.

The complete this activity in a workshop, the facilitator follows these steps:

- Divide the teachers into small groups of three or four and distribute the Venn Diagram (Appendix A) to each teacher.
- Using the Venn Diagram, ask the teachers to compare and contrast the student immigrant and refugee experience.
- Place Appendix B on an overhead projector for referral.
- Randomly assign one or two factors listed in Appendix B for each group to compare (for example choice and reasons for migration).

#### Copy of Appendix B for the Facilitator

Reasons for migration	The processes for claiming immigration and refugee status	Changes in socioeconomic status
Choice	Support networks	Cultural isolation
Risk factors	Family separation	Proficiency in English
Emotional trauma	Housing situations	Previous educational experience
Preparation		



#### Practicum or In-class Activity: Reviewing the Reception Plan

Time: 30 minutes

Materials:  
Paper and pencil

Write down in detail your school's procedures for receiving new ESL students. Review each step of the process and consider how it could be improved to ease the transition for both ESL students and their parents.



Review the plan devised at the in-service session. Consider your next steps. What are you going to take with regard to the reception program to...

- How can administrative programs...
- How can implementation...

#### Personal Reflection

Time: 20 minutes

Materials:  
Journal and pencil

In a journal, write a new sch... What were the pos... family? How did... experiencing? In... insight do you ha...

- After everyone has completed their Venn Diagram, ask the teachers to share their findings with the larger group. Ask the following questions:
  - What factors are different?
  - Which factors overlap with one another?
  - How do each of these factors "impact on the adjustment process, and on students' academic and social integration into the school" (Coelho, 1998, p. 25).
  - How might each factor affect our teaching practice or administrative practice when considering these factors?

#### Practicum or In-class Activity: Talking to ESL Students and Parents

Time: 60 minutes

Materials:  
None

Take time to talk with each of your ESL students individually during quiet time, recess, lunch or after school. (Speaking to your students about personal issues during class time might make them feel uncomfortable.) Ask a student, parent, or community member to translate if required. Find out from your students how they felt about moving to Canada, how they felt about leaving their country, and the difficulties they are having in adjusting to Canadian life. Ask your students if there is anything you can do to help make their lives easier either in-school or out-of-school.

Try to find out more information about your students' immigrant and/or refugee experience by talking to them and to their parents about some of the issues raised in the previous activity. Try to do this in an unobtrusive way that does not make the parents or child feel uncomfortable. From your conversation can you identify parents' concerns? How can you relieve some of these concerns? Based on the information you have gathered, how can you help each student have a better school experience? Consider who can help you in the school and community to improve your ESL students' school experience.

#### Personal Reflection Activity: Your Students

Time: 20 minutes

Materials:  
Journal and pencil

In a journal write about some of the experiences of your immigrant and refugee students. Write about how these experiences may be affecting your students' lives at school. Consider what you have done in the past to assist students and what you can do to assist them further.

## Personal reflection activity

# How to Use the Video and Guide.....

**The Video on Its Own:** The video can be watched from beginning to end or in segments/themes. We suggest that you watch the video and then discuss the various themes. The questions accompanying each theme are useful for promoting discussion and/or reflection on the themes.

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## The Video and Guide on Your Own

### Option 1 1 hour or more



We suggest watching the video in segments either by main questions or themes which have been outlined in the *Table of Contents*. The main question segments last approximately 10 minutes each and the thematic segments last approximately five minutes each. Once you have watched the appropriate theme, refer to the corresponding section in the guide. Using your journal or with a colleague reflect on the *Discussion Questions* and *Personal Reflection Activity*. Complete the *Individual Activity* by following the directions outlined in the manual's 'on your own' section. Choose a *Practicum* or *In-class Activity* that you can try in the coming week.

### Option 2 1 hour or more



You can also watch the video in its entirety and use the guide as a reference. Read the *Summary of Activities* and choose those which you would like to explore further. Use a journal to record your responses to the *Discussion Questions* and *Personal Reflection Activities* or try one of the *Individual Activities*.

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## The Video and Guide In a Workshop

Note: Prior to the workshop, the facilitator reads the background information chapters throughout the guide. This will help the facilitator respond to questions.

### During Lunch or In Class



### Option 1 30 minutes - 1 hour

The facilitator or group can choose a theme from the Table of Contents. The group then watches that segment of the video and stops it at the end of the theme. The facilitator uses the *Discussion Questions* to help teachers explore the information in the video. Teachers should be given the opportunity to draw connections between the information and their own experiences. We suggest that the teachers be provided with a copy of the *Practicum or In-class Activity* to complete on their own.

### After-School or In Class



### Option 2 Two hours

The facilitator or group selects a theme from the *Table of Contents*. The facilitator cues the video to the theme. The group then watches the video and stops it as appropriate. The facilitator uses the *Discussion Questions* to help teachers explore the information in the video. Teachers should be given the opportunity to draw connections between the video and their own experiences. Next, the facilitator conducts the workshop activity by following the steps indicated in the *Individual or Group Activity* section. We suggest that the facilitator provide the teachers with a copy of the *Practicum or In-class Activity* to try on their own. Teachers can also be given time to discuss how they would implement the activities. Near the end of the workshop, the facilitator gives the teachers 10 to 20 minutes to complete the *Personal Reflection Activity*.



### Option 3 Full Day ( 6 hours)

Note: Prior to the workshop, The facilitator selects four hours of *Individual or Group Activities* that will be completed over the course of the day. The facilitator can use the *Summary of Activities* to select activities of interest. The length of time to complete these activities varies.

#### A Full-Day

Over the course of the workshop day, the video should be watched from start to finish. We suggest addressing the first three questions (I, II, and III) from the *Table of Contents* in the morning, and the remaining two ( IV and V) in the afternoon. The facilitator stops the video after each theme and uses the *Discussion Questions* to help the teachers explore the information in the video. Teachers should be given the opportunity to draw connections between the video and their own experiences. The facilitator can use collaborative techniques throughout the group activities to engage teachers by grouping them according to their interests, subject areas or grade levels. The *Individual or Group Activities* should be spread evenly through the morning and afternoon. At the end of each theme teachers should be provided with a copy of the *Practicum or In-class Activities* to complete on their own. We suggest that the facilitator have the teachers discuss how they could implement the activities. In addition, teachers can be given time at the end of the workshop to complete three or four of the *Personal Reflection Activities* in a journal, with a partner, or on their own.