

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 (Kaprielian-Churchill & Churchill, 1994) contrast starkly with the

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Information about video excerpts ▼

Who is the ESL learner?

Immigrant and Refugee Experiences

Video Excerpt:

In these video clips, students and teachers share their stories on the challenges of adjusting to life in Canada. We suggest that you watch the section titled *Immigrant and Refugee Experiences*, stop the video at the end of the section and complete the activities below. A screen will indicate when you should stop the tape.

Discussion Questions:

- Were the stories shared in the video that of immigrant or refugee experiences? What influenced your choice?
- What were the experiences of the students and their families? Do you know of similar stories from colleagues, friends, families, or students?
- What are some of the frustrations families experience when trying to find employment?
- What extra responsibilities did the students in the video undertake to help their parents?
- How does arriving in Canada as a refugee contrast to arriving as an immigrant? What areas differ? Consider the following issues: choice in moving, pre-arrival preparation, housing, career, socio-economic status, language proficiency, and separation from family.
- How might the needs of an immigrant child differ from that of a refugee? What are the similarities? How does this affect their schooling? In addition, consider the impact of refugee camps – a place in where children may live an average of five years.
- At the high school level some students are 'satellite children'. What does this mean and how might this affect their education?
- What resources can teachers and administrators access to learn more about the experiences of their students?



Discussion questions

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Individual or workshop activity ▼

Estimated time of each activity ▼

Personal reflection activity ▼

Material required

Individual or Group Activity: Part A - The Immigrant and Refugee Experience

Time: 30-60 minutes

Materials:
Photocopies of Appendix A: Group 1 to 3 – Refugee Camp Profile, Interview Profile, and Story and letters from New immigrants
Photocopies of the Appendix A: Immigrant and Refugee Experience Chart

The purpose of this activity is to explore the refugee and immigrant experience and how these differences can affect a student's performance at school. Moving to a new country can be emotionally and physically taxing on families and students. Appendix A provides background information on a refugee camp, life in the camp, and the story of someone who has moved to North America either as an immigrant or refugee.

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

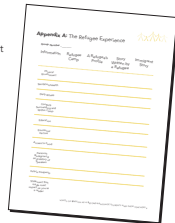
The steps you will follow are similar to those outlined for the workshop. Please read through the steps. Read the profiles and complete the chart. We suggest reflecting in your journal in place of the group discussion. Reflect on step #5.

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

- 1) Divide the teachers into groups of two or three.
- 2) Hand each group one profile, one interview, and one story
- 3) Hand each person a copy of the *Immigrant and Refugee Experience Chart*.
- 4) Ask the groups to read the handouts and complete the chart.
- 5) Then ask each group to discuss the implications the immigrant and refugee might have on young adults' experiences in Canadian schools.

* If you would like to make this activity shorter. Omit small group work and complete the activity as a large group.

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Personal Reflection Activity: New Experiences

Time: 20 minutes

Materials:
Journal and pencil



In a journal consider an experience in which you felt culture shock or disorientation from starting a new stage of your life. Consider travel experiences, the transition from high school to university, or experiences of others that relate. How did you cope with food, climate, language, housing, making friends, culture, customs, acceptance, rejection, and/or discrimination? How can you help your students cope better? Complete your journal entry with a statement.

The First Day

Video Excerpt:

In these video clips, students and teachers share their stories on the challenges of adjusting to life in Canada and the difficulties you watch the section complete the activity.

Discussion Questions:

- What experience...
- How did integr...
- What are some choice, puber...
- How does arr...
- What can tea...
- What can a t anxiety of b...
- Is there a w the ESL stu...

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Practicum or In-class Activity: Self-Awareness

Time: 20-30 minutes

Materials:

Pencil and paper
Often teachers take for granted the cultural stereotypes or norms that are transmitted through their teaching or class content. For an ESL student each cultural stereotype, norm, gesture and reference must be demystified. In order to raise awareness of your daily practices use the following observation technique. Monitor your teaching or that of your host teacher's for a class. We suggest that you use the following chart in order to facilitate the task:

Personal Reflection Activity: New Experiences

Number	Cultural norms, gestures or reference to pop culture	Instigated by student or teacher?	Directed to Whom or related to...
1	Enquirer magazine	Student	Conversation about freedom of speech
2	Thumbs up	Teacher	Student for correct answer

You may wish to make this a class activity and have the students keep track as well. Make a note of actions or conversations that are culturally specific to Canada (pop culture, jokes, news, gestures such as the thumb up, jargon such as eh). You can modify the task by tape/video recording yourself and following up with the second step in your spare-time. Please refer to your school policy on video taping for the purpose of professional development. If necessary, follow the appropriate procedures for obtaining permission from students.

- Once you have collected this information. Ask yourself the following questions:
- How many times in this period did I make a reference which was culturally specific? gestures and culture?
 - How would this impact a new student who was not familiar with the language.

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Practicum or in-class 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.