



I Who is the ESL learner?

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 (Anisef & 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 experiences of immigrant children. The refugee process can be a frustrating, demoralizing and intensive experience. It involves hearing dates and regular meetings for families and dependents. Issues that children have to contend with include family separation, economic pressure, lack of adequate housing or health care, social isolation, racism, fear of deportation, detention, and transformation of family (First & Carrera, 1988, cited

by Cloud, 1991). These experiences affect students academically, socially and emotionally. Teachers must be informed of the process in order to be cognizant of the stresses that may be placed on refugee students and their families. Those who are not familiar with the process may place undue stress on a student, penalizing him or her for missing class, being distracted or submitting incomplete work.

The immigrant experience is also challenging and many of the issues overlap with those of the refugee experience. Immigrants cope with a lengthy Canadian application process, separation from family, as well as balancing new employment, housing, and culture. According to Canadian Immigration and Citizenship policy (2003), immigration is open to those who fall under one of the following categories:

Skilled Workers Sector: People whose education and work experience will help them find work and make a home for themselves as permanent residents in Canada.

Business Sector: People who have business experience, a net worth of CDN \$300,000-\$800,000 and can make an investment of CDN \$400,000. Self-employed individuals must demonstrate their ability to contribute to cultural, athletic or farm life in Canada.

Family Sponsorship: This category can include an individual or family who is sponsored by a Canadian citizen and/or family. The immigrants are expected to be supported whether it be financially or emotionally by their sponsor for 3-10 years. This is a dual immigration process meaning that both sides are required to submit applications and sponsorship forms.

International Adoption: This category involves a complicated process and consists of an approved Canadian citizen adopting a child (18 years or younger) from overseas. This is a layered process with adoption papers, immigration papers, and approval being required from both countries.

Provincial Nomination: This category involves a province selecting skilled individuals to move to a designated region. Conditions apply to application approval and each province has different criteria.

Regardless of reasons for immigration, the process of adjustment is challenging for all. The role of the school system and teachers is very important. Researchers of the Vancouver School Board suggest that a teacher's awareness of culture shock scaffolds students for success (Helmer & Eddy, 1996). As agents of socialization, teachers may be a student's first contact with their new culture (Wong-Fillmore & Snow, 2000). Many new immigrants and refugees come from linguistic backgrounds which are different from those in Canada. The fact that cross-cultural awareness is important is not new to teachers, but often the knowledge does not translate into practice (Roberts, 1998). Awareness of immigrant and refugee issues can lead to better teaching, communication, and learning for students, teachers and families. Importantly, awareness should inform more equitable teaching practices.

The First Day of School

Teachers are often unaware of the extent of difficulties that immigrant and refugee children experience in their first weeks at a new school in Canada. One solution is for teachers to relate to ESL students' personal experiences or colleagues' experiences. A starting point is knowledge of what it is like to move to a new country where both the environment and the language are foreign. This knowledge allows teachers to identify with students and parents as well as to support them through this challenging period. In the following excerpt, Elizabeth Coelho describes the culture shock that some newcomers experience upon arrival:

The individual may experience great emotional fluctuation between feelings of curiosity, adventure, and optimism, and feelings of sadness, loss, and despair. Even voluntary immigrants experience feelings of grief in response to the loss of family and the loss of the culture that sustained them and gave them a sense of identity (1998, p.27).

Teachers also need to understand the factors that can contribute to stress and challenges during the early weeks. The students in this video repeatedly expressed concern over their inability to communicate in English. Some students expressed frustration that their teachers and peers lacked understanding about their situation upon their arrival. Other factors that can contribute to elevated levels of stress in newcomer students include: 1) place of birth, 2) reasons for migration, 3) cultural background and traditions, 4) experience with Western education, 5) level of literacy in the first language (L1), 6) previous exposure to regular schooling, 7) the grade level entered and 8) the setting previously lived in urban, rural, or for example, suburban (Edwards, 1998; Genesee, 1999).

It is important that schools be prepared to receive new ESL students in order to diminish the students' level of stress. Advanced preparation ensures a positive school entrance experience for students and their families. There are a number of strategies schools can adopt to make newcomers feel more welcome. A few of these are listed below.

Welcome Programs

A welcome program is an introduction to the school and Canadian education system. Some welcome programs are run by a reception committee. The programs' aims include introducing students and parents to the school and educational system, directing ESL students and their parents to resources in the school and the community, raising awareness of the various departments or subjects in the school, and creating networks of staff, other parents and/or students.

Interpreters

Parents and students can be made more comfortable with the use of interpreters. This service immediately sends a message to newcomers that their language is welcome in the school. Sometimes parents will bring their own interpreter, such as a family member, to the school upon registration. Bilingual staff members can also act as interpreters. If no one is available upon registration, a follow-up interview can be arranged with an interpreter from the community or the school board. Students can also act as a support. A student interpreter is beneficial for ESL students when they arrive. Teachers can also help by partnering the new student with a volunteer student who speaks the same first language (Edward, 1998).

Names

Parents and children from other countries may not share the same last name. It is important for teachers and administration to find out the correct names of both children and parents and also to find out how they would like to be addressed (Edward, 1998).

The Visual Environment

Many schools in Canada now place welcome signs in multiple languages. However, an environment that truly values diversity will go further than this. Some schools have placed photographs of teachers in the entrance and indicated the languages each teacher speaks. Other schools have made signs in multiple languages that direct students and parents. These signs can often be generated with the help of parents.

Resources

Books and Journal Articles

Ashworth, M., & H.P. Wakefield. (1994). *Teaching the world's children: ESL for ages three to seven*. Toronto, ON: Pippin Publishing Company.

Coelho, E. (1998). *Teaching and learning in multicultural schools*. Toronto, ON: Multilingual Matters.



- Edwards, V. (1998). *The power of Babel: Teaching and learning in multicultural classrooms*. Stoke-on-Trent, U.K: Trentham Books.
- Helmer, S., & Eddy C. (1996). *Look at me when I talk to you: ESL learners in non-ESL classrooms*. Toronto, ON: Pippin Publishing Company.
- Kaprielian-Churchill, I., & Churchill, S. (1994). *The pulse of the world: Refugees in our schools*. Toronto, ON: The Ontario Institute for Studies in Education Press.
- Lucas, T. (1997). *Into, through and beyond the secondary school: Social transitions for immigrant youths*. CA: CAL Publishing.
- Patel, N., Power, T. C., & Bhavangri, N. P. (1996). Socialization values and practices of immigrant parents: Correlates of modernity and acculturation. *Child Development*, 67, 302-313.
- Perkins, L. M. (2000). New immigrants and education: Challenges and issues. *Educational Horizons*, 78(2), 67-71.

Websites

Citizenship and Immigration in Canada, <http://www.cic.gc.ca>

Children's Rights <http://www.hrw.org/wr2k1/children/child3.html>

Immigration Info and Resources

<http://www.geocities.com/kathrynewilson/immigrationinfo.html>

United Nations Commission on Human Rights for Refugees. www.unhcr.ch

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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?



Individual or Group Activity:

Part A - The Immigrant and Refugee Experience

Time: 30-60 minutes

Materials:

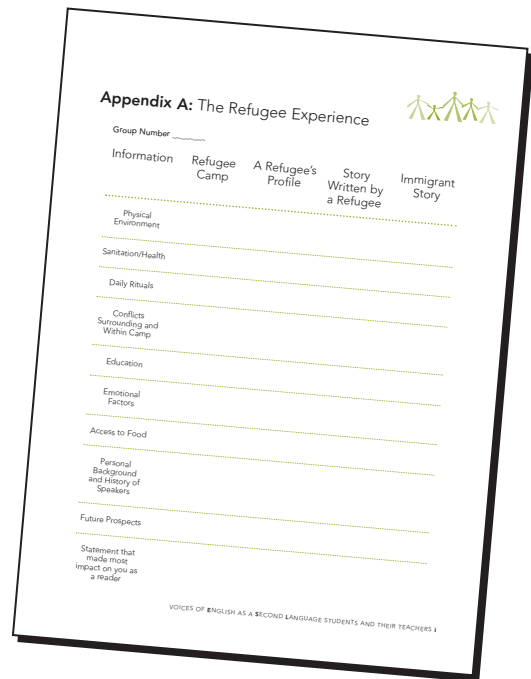
Photocopies of Appendix A: The Refugee Experience
Group 1 to 3 --Refugee Camp Profile, Interview

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.



The form is titled "Appendix A: The Refugee Experience" and includes a small icon of three people. It is divided into four columns: "Information", "Refugee Camp", "A Refugee's Profile", and "Story Written by a Refugee". Below these columns are several rows of text boxes for notes, each with a label on the left: "Physical Environment", "Sanitation/Health", "Daily Rituals", "Conflicts Surrounding and Within Camp", "Education", "Emotional Factors", "Access to Food", "Personal Background and History of Speakers", and "Future Prospects". At the bottom, there is a section for "Statements that made most impact on you as a reader". The footer reads "VOICES OF ENGLISH AS A SECOND LANGUAGE STUDENTS AND THEIR TEACHERS".

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.



This activity has been adapted with permission from the A Refugee Camp In The City Curriculum, by Dr. Elizabeth Badger at Doctors Without Borders, retrieved June 6, 2003 from <http://www.refugeecamp.org>. The immigrant stories have been downloaded from <http://www.geocities.com/Athens/Troy/6931/immg5.htm>. If you would like to expand this activity there are additional sources at both sites.

Individual or Group Activity: Part B - Culture Shock

Time: 20 – 30 minutes

Materials:

Overhead transparency of the *Appendix B: Five Stages of Culture Shock*

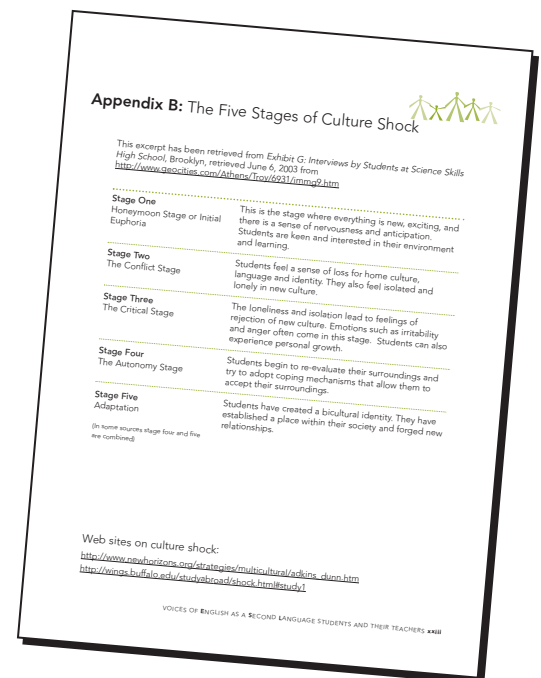
The purpose of this activity is to familiarize teachers with the five stages of culture shock. Culture shock is the disorientation that people feel when they have moved to a culture that is considerably different from the previous (Helmer & Eddy, 1996).

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 stages and associate a personal experience (step #3) to each stage. Reflect on step #5.

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

- 1) Place the transparency on the overhead.
- 2) Have each person read one of the stages.
- 3) As a group discuss the first stage. Ask teachers to share an example (personal, student, fictional from movie or books) of an element which they have seen before from the first stage.
- 4) Repeat step 3 for the remaining stages.
- 5) Ask teachers how culture shock affects the students in your school and their families. Brainstorm what types of assistance schools offer to support students with culture shock.
- 6) Ask teachers to connect the stories from Appendix A to the various stages of culture shock.



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 you 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?
- How would this impact a new student who was not familiar with the language, gestures and culture?



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 reflection by filling in this statement.

In my classroom I will _____ to help my new students cope with adjusting to life in Canada.



The First Day of School

Video Excerpt:

In these video clips, students discuss their experiences on their first day of school in Canada and the difference between high school and middle school. We suggest that you watch the section titled *The First Day*, 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:

- What experiences did the students find challenging on the first day of school?
- How did integration to high school differ from that of middle school?
- What are some of the added pressures which come with adolescence (ie; career choice, puberty, family relationships) and how does this affect the student?
- How does arriving after the first day of classes affect students and parents?
- What can teachers and administrators do to help the transition?
- What can a teacher do in the first five minutes to help a new student overcome the anxiety of being in Canada?
- Is there a way in your school for teachers to find out, before the first day, who are the ESL students in their class?

Individual or Group Activity: The Welcome

Time: 30 minutes (Steps 1-3 and Discussion)
60 minutes or more (Complete Activity)



Materials:

Photocopy of Appendix C: The Welcome
Cut out Appendix C
Pencils
Papers



The purpose of this activity is to initiate welcome programs that can be implemented in your school for students and parents. This activity asks teachers to create one of the following:

- A First Day Student Welcome Package
- A First Day Reception Program
- A Buddy Program/ Ambassador Program
- A Subject Orientation



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. The goal is to leave this activity with an action plan that can be easily implemented in your school.

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

- 1) Divide the teachers into four groups.
- 2) Hand each group a card from Appendix C. If you have less than four teachers have them choose which welcome program they would like to prepare.
- 3) Have each group answer the questions on their card to design a welcome program for new students. [If you only have 30 minutes this will be your last step. Have the smaller groups discuss and then as a class outline the action plan for the program on the board.]
- 4) If you have 60 minutes, once groups have outlined a program, have the groups share the program ideas with their peers to receive critical feedback on their ideas. Are there any gaps? How do they hope to achieve a specific task?
- 5) Advise teachers not to leave the ideas on the paper! They should initiate the programs in their schools by having staff and students collaborate. In order to be successful they will need an action plan and time line as to how the program will be implemented. Give teachers time to tailor the plan and time line for their school.



Practicum or In-class Activity: First Day Stories

Time: 15 minutes - 120 minutes

Materials:

Vary from teacher to teacher

In order to gain a better understanding of your students' experiences have a discussion about their very first day of high school. Make a point to find out what support systems would have helped them. Depending on the subject or content area ask the students to create a tangible representation of their first day (a very emotional and complicated experience). If you are a practicum student then you may wish to collaborate with your host teacher and design and implement a lesson plan that will elicit student's first day stories.

Some suggestions include:

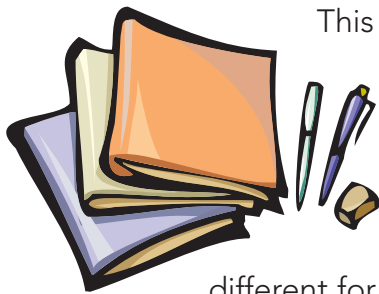
- If you are a math teacher have them poll students on emotions which governed their first day and then graph the responses.
- If you are an English teacher have them write a short story. Make this a class activity by asking all the students share their experiences whether ESL or non-ESL.
- If you are a drama or physical education teacher have them use movement to express emotions which your students felt on the first day of school. Have the ESL students teach your Non-ESL students the words for the emotions in their first language.

Personal Reflection Activity: Do You See What I See?

Time: 20 minutes

Materials:

Journal and pencil



This activity helps teachers reflect on the representation of their students in the class. Sit in the desks of various students in your classroom. While sitting in the different chairs observe the various spaces in your classroom: the board, the bulletin board, perhaps posters on your walls, the proximity the student is to your desk, and listen for noises or distractions. Reflect upon how arriving in this type of classroom would be different for an ESL student who is from a country like

_____ as opposed to _____ (Fill in the countries of your choice in the spaces above).

Ask yourself the following questions:

- a. Are the students various cultures represented on the walls?
- b. Can any of this space be used to enhance language proficiency such as labels for areas in your classroom or larger and simpler fonts on existing labels? Would any of these labels, charts, calendars or diagrams be helpful for the first day?
- c. Are your ESL students sitting in desks that allow them to hear and see the teacher and their peers clearly? Keep in mind that ESL students also rely on visual cues such as actions or facial expressions to help them interpret language.

Notes

Handwriting practice area consisting of 20 horizontal dotted lines.





**II How do ESL students
shape their identity?**

Background

How do ESL learners shape their identity?

This section of the guide provides teachers with background on the research as well as resources for further exploration. An individual's identity is shaped by both internal and external factors. People shape their identity through their experiences. The ESL students interviewed in the video frequently spoke of feelings of isolation, rejection, confusion, shyness and marginalization at school. They described coping with the challenge of merging their home culture identity with their new Canadian identity. For some students, 'being Canadian' meant abandoning their previous culture while others tried to maintain a balance. Some interviewees struggled with the feeling that were required to act differently at home and at school. Some students felt more comfortable at school without the pressure of their parents expecting them to conform to the behavioral norms of their heritage culture. Others felt more comfortable at home where they could speak freely and share jokes in their mother tongue.

Identity Issues

There is substantive research in the field supporting the benefits of teachers' understanding and maintenance of students' native languages and culture (e.g., Cummins, 1981 and 1996; Thomas & Collier, 1997). A teacher's understanding of identity issues can benefit both ESL students as well as their peers. Teachers may act as resources for coping strategies, attend to the students' needs, act as role-models by bringing the students' home culture into the classroom, or help students bond with their peers. In recent decades multicultural issues have been infused in daily practice, but this is not enough. Although the celebration of diversity and cultures has its place in the curriculum, helping students cope with adjustments between cultures has not been addressed. Teachers need to be aware that ESL students come from a wide range of backgrounds and are simultaneously learning a new language and experiencing shifts in their identity.

A study of high school ESL students in Calgary found that the term 'ESL' embodied a stigma within the larger school. Students were perceived as lazy, unintelligent and awkward (Derwing, Decorby, Ichikawa & Jamieson, 1999). These students can be presented and perceived as inferior members by the dominant culture (Skutnabb-Kangas, 1981, cited by Spener, 1988). Educators may consider these students difficult to teach simply because they do not fit neatly into what has been defined as the mainstream (Nieto, 2002). The labeling and sense of inferiority shape how students feel about themselves when in school and in the mainstream. Another study in Toronto showed that ESL students cope with more than simply learning a language. Students'



language proficiency also depends on their acceptance into the host culture (Kanno & Applebaum, 1995). The students who were interviewed expressed similar insights. They recounted the hardships of rejection and their struggles to fit in with their peers. In the middle school video a student explained how his teacher had misinterpreted his actions to be insolent when he did not respond to questions. A misunderstanding of this nature can lead to frustration and contribute to low self-esteem. Research also suggests that adolescents in particular have difficulty in making the transition because they feel distanced from their native culture and their parents. This distance is a challenge because they are more independent than younger children and attempt to cope with the challenges of identity on their own (Walqui, 2000).

Making Friends

Establishing friendships in both the ESL and mainstream contexts is important to students' overall development. Students in our videos said they worried their peers would reject them. Several ESL students recounted stories of being left out by peers at recess or in group activities because they could not communicate. Teachers can be proactive and help facilitate an environment which allows their ESL students to thrive. This inclusion can be achieved by attending to ESL needs, integrating cooperative activities into lessons and making all students more aware of the importance of being inclusive. An awareness of ESL issues and inclusive teaching practices allows educators to be advocates for the diversity which will make a difference in the lives of their ESL students.

Resources

Books and Journal Articles

Appiah, A. (1994). Identity, authenticity, survival: Multicultural societies and social reproduction. In A. Gutmann (Ed.), *Multiculturalism* (pp. 149-163). Princeton, NJ: Princeton University.

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. California: California Association for Bilingual Education.

Derwing, T., Decorby, E., Ichikawa, J., & Jamieson, K., (1999). Some factors that affect the success of ESL high school students. *The Canadian Modern Language Review*, 55 (4), 532-547.

Kanno, Y. & Applebaum, S. (1995). ESL students speak up: Their stories of how we are doing? *TESL Canada*, 12 (2), 32-49.

Lucas, T. (1997). *Into, through and beyond the secondary school: Social transitions for immigrant youths*. California: CAL Publishing.



Websites

Queensland Education for lesson plans <http://education.qld.gov.au>

Videos

Cooperative Learning Techniques (1993) - by Mary McMullin, White Plains, NY. Longman.

Canadian Identity, (1991) - written and produced by Cathy Miller and Ernest Kreiger, Burnaby, BC. Classroom Video, 1991.

Many Voices, (2002) - a TVO Video Series on Racism, Diversity and Social Studies Issues, 2002.



II How do ESL students shape their identity?

The Identity of the Student at Home and at School

Video Excerpt:

In these video clips, students discuss their identity at home and at school and the dual role that they at times find themselves balancing. We suggest that you watch the section titled *The Identity of the Student at Home and at School*, 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:

- What types of conflicts arise for students when coping with home and school?
- Did the students feel that they had to play two roles between home and school?
- What role does language play in identity formation?
- How can the value of English versus a student's mother tongue affect identity formation?
- How does identity formation impact adolescents in contrast to younger students?
- What measures can teachers take to nurture a student's identity?
- How does having a 'voice' empower a student? In this question a voice means the ability to express one's emotions and ideas.
- What factors can disempower students or lower self-esteem (such as relationships, power struggles at home or school)?



Individual or Group Activity: Identity Formation Scenarios

Time: 30 - 45 minutes

Materials:

Photocopy of the Scenarios in Appendix D

The purpose of this activity is to explore how events can impact identity formation. This activity also encourages teachers to investigate how they would respond to the scenarios.



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 scenarios and reflect on how you would respond to the problems. We suggest reflecting in your journal in place of the group discussion. Share your responses with others at <http://www.eslinfusion.oise.utoronto.ca/scenarios.asp>.
Writing and Responding to Scenarios.

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

- 1) Divide the teachers into groups of two or more.
- 2) Hand each group a copy of the scenarios.
- 3) Have each group read through the scenarios and ask each teacher to share with their group how they would respond to the problem identified.
- 4) Once teachers have had an opportunity to discuss hand the group members' a copy of the suggestion responses (Person A/ Person B) and the actual response to each scenario. They above is easily identifiable in the appendix.
- 5) Ask them to read the Person A and Person B responses to each other.
- 6) Next, ask teachers to compare their original solutions with those provided by Person A and Person B. Ask teachers to debate the validity and practicality of the solutions.
- 7) As a large group, ask each teacher to share a personal experience that affected a student or friends identity formation
- 8) An extension of this activity is to have the teachers role play and practice the language which they would use to convey their ideas to the students or parents.

Practicum or In-class Activity: Active Listening

Time: 30 minutes

Materials:

None

Teachers must also be good listeners and supportive. "You show this through your body posture, eye contact, and facial expressions, communicating your intense interest in what they have to say. It is actually quite rare that anyone gives others their truly undivided attention" (Kottler & Kottler 2002). Students who are learning a new language need teachers to listen actively to what they say. Teachers also need to be visibly attentive and supportive with students. Observe how you listen to students and what kind of verbal and non-verbal cues or support you give your ESL students. (For example, if you ask 'Are you finished?'...What kind of response do you receive and if it is non-verbal how do you interpret it?)



Practicum or In-class Activity: Getting To Know Your Students



Time: 10 - 30 minutes

Materials:

None

Ask your ESL students about their interests such as increasing vocabulary, writing in English or reading a magazine etc. Ask them to what they would like to improve. *Try to do this in an unobtrusive way that does not make the children feel uncomfortable.* If the students do not have the language, you can use pictures from books, magazines, or photo albums to help them explain their ideas. If you choose to use a photo album, ask parents to send albums from home with the students. After your discussion with the ESL students, list the areas in which the students would like to improve. As their teacher, how can you structure your lesson to help them achieve their goals?

If you are a practicum teacher who does not have access to ESL students, modify the above activity. Using previously prepared lesson plans (this may be from a course, your portfolio or from your practicum), choose one goal like 'writing a paragraph' and see how you could integrate this into the lesson plans.

Personal Reflection Activity: I Am Poem



Time: 30 minutes

Materials:

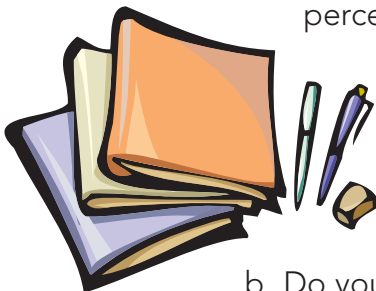
Journal and pencil

Use a journal or write a piece of poetry to explore your identity. State who you perceive yourself to be by completing the following sentence:

I am _____.

Ask yourself the following questions:

- a. How do your school environment and your home environment shape you?
- b. Do you have a dual-identity as a teacher and as an individual outside of the profession (mother, friend, daughter)?



Making Friends

Video Excerpt:

In these video clips, students discuss how language proficiency affects their interactions with their peers. We suggest that you watch the section titled *Making Friends*, 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:

- What were the issues that students raised about making friends?
- What have you noticed among your ESL students in the way they interact with other students?
- If one had limited proficiency in a language, how would this affect a student and the process of making friends?
- According to the students in the video, how long did it take for students to make friends?
- Why did the students not feel accepted?
- How can a teacher change his or her classroom so that it is a collaborative environment between ESL and non-ESL students?

Individual or Group Activity: Statements

Time: 30 minutes

Materials:

None

The purpose of this activity is to have teachers discuss what it is like to build friendships and explore the positive and negative influences that impact new relationships.

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. Use your journal or a paper and pen to record your reactions.

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

- 1) Have the teachers sit in a circle.



- 2) Explain that you will first do a trial of the activity in order to make sure that the teachers understand the concept of 'Statements'.
- 3) The facilitator provides the first topic -- "Friendships".
- 4) Starting on your right, have the first teacher relate the first thought that comes to mind when thinking of "Friendships" – confidant, playmate, support...
- 5) Continue until each person has had a turn. Discuss how the issue would impact ESL students.
- 6) Select topics from the list below or have teachers volunteer to provide a topic.

Loneliness

Anxiety

Self-esteem

Low language proficiency and friendships

Peer pressure

Canadian culture

Making friends in mainstream classes

Role of the teacher and friendships

Practicum or In-class Activity: Working Together

Time: 20 minutes

Materials:

Photocopies of your questionnaire

In your classroom, use collaborative learning activities in which students must work together to complete a task. Take one of the activities from tomorrow's lesson plan and make it a group activity. If you are a pre-service teacher, prepare a lesson plan and questionnaire sheet that can be used in your practicum. Share the ideas with your host teacher.

Group activities benefit ESL students by providing them with support in their language learning. These activities allow ESL students to observe their peers model the language and integrates all students in the class. In order to help build relationships, place students in groups according to similar interests. Before assigning the activity give students the opportunity to discuss their interests. Generate an information sheet with fifteen items. Have a dictionary, encyclopedia, or visual cues handy for students with limited English proficiency.

Sample questions include:



- 1) What is your favorite colour?
- 2) What is your favorite subject?
- 3) What is your favorite sport?
- 4) What would you like to be when you are older?

Once you have collected the students' responses divide them into groups according to their preferences stated in question number one. Conduct your next class activity using the newly formed groups.

Personal Reflection Activity: Friends

Time: 20 – 40 minutes

Materials:

Journal and pencil

Part A: In your journal or in quiet time, reflect on your relationships with non-native English speakers. Are there any differences in the friendships or obstacles which had to be overcome? What have your interactions been like with people of low language proficiency? Did they evolve into friendships? Why or Why not?

Part B: Carefully consider each student in your class and ask yourself whether the student has friends at school. Identify the students that you are most concerned about. Strategise how you can support the development of friendships between students. You may wish to use a spider diagram (circles and connecting arrows) to find out the relationship patterns in your class.



Notes

Handwriting practice lines consisting of 20 horizontal dotted lines.





III What are the available support networks for students, teachers and parents?

Background

III What are the available support networks for parents and teachers?

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 insight into the silent struggles of students, the 'wish lists' of teachers, and tips on involving parents. The interviewees from our videos suggested three systems of support that schools need to have: support for students, support for teachers, and support for parents.

Support for Students

In the section titled 'First Day' we provide suggestions on how schools can support students through the maintenance of welcome programs and buddy systems. In the section titled 'Appropriate Teaching Strategies' we provide suggestions for daily practice that can help ESL students in the mainstream classroom. Due to the amount of time students spend in school, teachers are often the first to know if an ESL student is having difficulties. Once aware, the teachers need to enlist help from others in the system to meet the needs of the student. Most ESL students will go through silent struggles, whether it be coping with their new identity, juggling their course work, or breaking socio-cultural barriers. The emotional toll of silent struggles is hidden from others. Educators can look at the level and nature of participation (withdrawal, depression or anti-social behaviour such as aggression) as one sign of these struggles. Another indicator may be the students' relationships with peers. While recognizing that a student's need for support is important, educators can also use proactive measures to scaffold ESL students for success. Teachers can enhance ESL students' motivation to learn and can promote their participation in various aspects of life at school. Effective teaching strategies are provided in this section as well as elsewhere in this guide.

Support for Teachers

Teachers can not be expected to meet the needs of students without support from their department, the administration, and ESL-related resources. In order to raise awareness within the system, teachers have to communicate the types of support needed and work collectively with administrators to ensure that they are provided. The interviewees in our videos created 'wish lists' of materials/resources that would help them in the classroom. Suggestions included ESL textbooks for mainstream curriculum, library resources, and class assistants. They also suggested changes to policies, such as smaller mainstream classes and longer preparation time during the school day.

Another key element is knowledge-sharing. Becker (2001) asserts, "In order to promote optimal opportunities for ESL students to achieve academic success in elementary and secondary school settings, ESL teachers need to share with grade-level and content colleagues the knowledge, ideas, and experiences that may help them acquire the expertise necessary to be effective teachers of the ESL students in their classes" (p. 184). Lastly, teachers require access to professional development seminars and resources.

Support for Parents

Over the last two decades research on 'parent involvement' shows that parental participation in school life is integral to the academic success of children. As a direct outcome of this kind of research, the development of resources and programs is steadily progressing. The most recent programs have focused on developing partnerships between educational institutions and communities. The involvement of immigrant and refugee parents is seen as a rich resource from which educators can learn and contribute to change in the community (Auerbach, 2002). Some examples of these kinds of partnerships that Auerbach highlights include:

- involving community participants in the selection of program and curriculum content,
- incorporating culturally familiar content and genres into the curriculum, and
- hiring staff who are tied to the participants' communities and speak the learners' language.

However, supporting and involving immigrant parents remains a challenge for many schools. Schools have found that although immigrant parents attend parent-teacher interviews, the discussion tends to be dominated by the teacher. In addition, immigrant parents usually do not attend school council meetings. One reason for this fact is that meetings are usually conducted in English with no provision for interpreters. Parents exclude themselves due to feelings of discomfort with their limited English language proficiency.

Beyond language, immigrant issues are rarely raised at school council meetings. Opinions on school council are limited to its members. While diverse membership (parents and administrators from all backgrounds) promotes diversity of opinions, councils that are limited to one socio-cultural group tend to be restrictive in their decision making and opinions. These decisions do not reflect the diverse school population or meet the needs of all parents. Heller, Labrie, Roy and Wilson (2001) explain that members of school council are often people who already have some connection to the school system. Thus, the limited representation on school council does not produce alternative perspectives on issues but rather "reproduce[s] the points of view already existing within the system (p. 9)":



This is possible for two main reasons: [1] most applicable information comes from within the school system and its distribution is controlled by members of the educational institution, and [2] most members of the school council have a social standing within the school system (Heller et al., 1997, p.4 translated from French by L. Gershater)

The result is twofold: firstly, immigrant parents rarely have the opportunity to contribute to the development of school life and school curriculum, and secondly, school staff have a limited understanding of the culture and language of immigrant children and parents within the local context (Jones, 2002).

If schools are to move forward and build bridges between community and school, the first step is for teachers and administrators to reflect on how they view parents. Through this reflection process, teachers and administrators can become aware of the prejudices they hold and of existing efforts to break down the walls that separate parents from the school. We will outline in the section below three ways that parents have been viewed by schools and in academic literature. In articulating these three viewpoints, teachers and administrators can become better aware of how to communicate with parents.

The Deficit Hypothesis

Teachers and administrators often blame immigrant parents for the declining academic achievement of their children. This tendency has been called the '**deficit hypothesis**', a perspective that is alive and well in schools. Teachers and administrators might find themselves criticizing parents for supposedly not having the desired characteristics that the school demands of them. For example, they may be perceived as having poor English skills, mainstream literacy skills, or a lack of time to attend to the academic needs of their children. Illiteracy might also be seen as a plague passed down from generation to generation .

The 'deficit hypothesis' viewpoint blames parents for the declining academic achievement of their children. In other words, a poor student is seen as a result of poor parenting. Parents can be excluded from school because educators view them as unable to contribute effectively. In the case of ESL parents, educators are often frustrated by parents' limited ability to communicate in English and their limited understanding of the Canadian education system. According to George Dei (2000), an expert in anti-racist education, the blaming of parents "diverts our attention away from a critical analysis of institutional structures of schooling (p. 34)", which treats minority parents inequitably. The deficit hypothesis does not allow for critical discussion of power issues, school organization and the manner in which school imposes its culture on family.

Margaret Caspe (2003), a consultant with the Harvard Family Research Project, offers hope for educators: "Existing research suggests that when teachers hold positive beliefs about families and view them as a child's first teacher, they are more likely to

invite parents to become active participants in their children's education." (Epstein & Dauber, 1991; Eccles & Harold, 1996 in Caspe, 2003).

Cultural Difference Theory

Other researchers have also distanced themselves from the deficit hypothesis and have deepened their understanding of parent-school relationships. A second approach to viewing this relationship has been called the '**cultural difference theory**'. This theory focuses on the relationship between families and schools, emphasizing "that school success is closely related to the degree to which the culture of the home corresponds with the culture of the school" (Young & Levin 2000). This body of research shows that families bring knowledge and values (also known as 'cultural capital') to the school which are rewarded differently by teachers and administrators (Laureau & Horvat, 1999). Knowledge and values that are closely related to that of the school are more highly rewarded than those that differ from the school. The danger of this viewpoint is that it is possible for it to mirror the 'deficit hypothesis'; blaming working class and minority parents for lacking something rather than critically examining the power relations within the school. Dehli and Januario (1994) emphasize that,

...it is necessary to attend to power relations, so as to understand how some cultural practices become 'capital' while others are relegated to the status of 'deficit' (p. 28).

Critical Theory

Another viewpoint from which to consider parental involvement is 'critical theory'. This looks at how issues of power and inequality shape school life. Critical theory identifies the political structures in which parents are encouraged to participate and from which parents are marginalized. Research focuses on...

efforts by poor and minority ethnic communities to gain access to education decision-making in urban schools and schools boards. Race, ethnicity and class (and interactions among them) have been key variables in these studies (Delhi of Januario, 1994, p.9).

An educator who is critical might ask: who has the power to make decisions within the school and how are school structures and policies designed to meet the needs of the dominant and reinforce social difference? A 'critical' educator would try to identify the dominant voice in the school and work to foreground the voices of minority parents by forming alliances and working in partnerships with parents and the community, much like the examples mentioned in the introduction of this section.

Critical pedagogy helps to break down barriers to parent involvement. These barriers include: 1) a school's agenda which reflects the needs of diverse population and 2) the denial of the significance of race and language in the discourse and practice



of parent involvement in schools (see Dei, James, Karumanchery, James-Wilson & Zine, 2000). These barriers are important to note because discussions in schools on parent involvement tend to forego critical analysis. This includes analysis of how educational institutions themselves perpetuate barriers to involvement and act as gatekeepers, keeping parents out.

Educators need be aware of the various viewpoints -- deficit hypothesis, cultural difference theory and critical theory -- if they are to make changes to the way that they perceive parents and to encourage immigrant parent involvement. Schools need to be aware of the prejudicial views that exist toward immigrant parents and overcome the barriers that inhibit participation in ESL children's schooling. In forming partnerships with immigrant parents, both the school and parents will be able to better serve the educational needs of ESL students.

Resources

Books and Journal Articles

Auerbach, E. (Ed.). (2002). *Community partnerships*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Cline, Z., & Necochea, J. (2001). Basta Ya! Latino parents fighting entrenched racism. *Bilingual Research Journal*, 25(1 & 2).

Coelho, E. (1998). *Teaching and learning in multicultural schools*. Toronto, ON: Multilingual Matters.

Dei, G. J. S. (1997). *Home, family and community-based learning: Lessons for curriculum and pedagogy*. Toronto, ON: Ontario Institute for Studies in Education/University of Toronto.

Dei, G. J. S., James, I. M., Karumanchery, L. L., James-Wilson, S., & Zine, J. (2000). *Removing the margins: The challenges and possibilities of inclusive schooling*. Toronto, ON: Canadian Scholars' Press.

Edwards, V. (1998). *The power of Babel: Teaching and learning in multicultural classrooms*. Stoke-on-Trent (U.K.): Trentham Books.

Websites

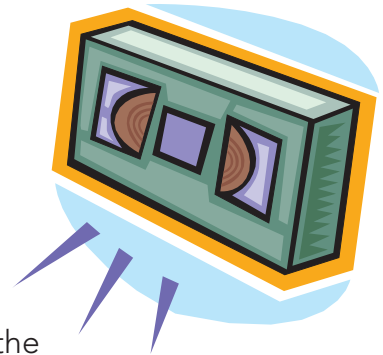
The Harvard Family Research Project Graduate School of Education.
<http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/incorporating.html>

III What are the available support networks for students, teachers and parents?

Support for Students and Teachers

Video Excerpt:

In the first video clip, a teacher recounts a story of an ESL student who had difficulty communicating with her classroom teacher. In the second, teachers share their wish list of the types of support they would like to see in mainstream classrooms. We suggest that you watch the sections titled *Support for Students and Support for Teachers*, stop the video at the end of the Teacher section and complete the activities below. A screen will indicate when you should stop the tape.



Discussion Questions:

- What support networks and resources do schools need to have in place for ESL students?
- What type of career support do ESL students need throughout their high school years? Why is important to make these students aware of their options?
- What kind of support networks do teachers need available to them in order to help students?
- What are the challenges mainstream teachers face when supporting ESL students in their classes?
- What resources can teachers access and provide to students within their classes?
- How can this information be made accessible (through a variety of methods and formats) to students with low language proficiency? Points to consider include textbooks, visual aids, lesson preparation, monitoring student progress, and communication with parents.
- What support networks are available and what are the networks needed in your school?



Individual or Group Activity: Discussion

Time: 30 minutes or more

Materials:

a container with slips of paper with the following words (one word on each slip):

Library	Report card	Mother tongue
Science laboratory	Preparation for winter (clothing and climate)	School letter
Computer	Subway token	Announcements
School agenda	Timetable	Field trips
Binder	Conflict with a teacher	Integration into the mainstream
Paper	Self-esteem	Awareness of ESL by other students
Course calendar	Homesickness	
University or college application	Gaps in education	

* Other items relevant to your school context

The purpose of this activity is to have teachers discuss various support networks needed within the 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 profiles and complete the chart. We suggest reflecting in your journal in place of the group discussion.

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

- 1) Have the teachers sit in a circle.
- 2) Have the teacher on your right pick a slip from the bag.
- 3) The teacher reads the slips aloud and the facilitator poses five questions to the group for discussion:
 - How would ESL students need support with _____.
 - When is it most important to provide this support?
 - What system needs to be in place in order for students to receive this support?
 - Who is responsible for providing this support?
 - What role can the teacher play in providing this support?



- 4) Once the questions have been answered. The next person to the right picks a slip and the facilitator repeats step 3. Continue until all the slips have been used.

Practicum or In-class Activity: Organigram

Time: 30 – 45 minutes



Materials:

A sheet of paper
Pencil

It is important to be aware of the support networks at your disposal. The purpose of this activity is to have teachers create an organigram of various student groups, teachers, and administrative support that can help ESL students. If you are a practicum teacher then we suggest that you complete this activity in collaboration with your host teacher.

In the center of your paper write ESL students. Using arrows and boxes identify the basic support groups that are available for students. Once a general organigram has been designed add in contact names, phone numbers, e-mail addresses, websites. Share this resource with other teachers.

Types of support for the student:

Language
Library
Extracurricular groups (sports and clubs)
Faculty contacts
Interest groups
Settlement workers
Adjustment
Translators
Health
Counseling
Homework support
Cultural



Types of support for the teacher:

Professional development

Lesson plans and resources

ESL support for the student



Personal Reflection Activity: Support Acrostic

Time: 20 minutes

Materials:

Journal and pencil

In your journal reflect on the times when you have felt isolated and silenced. How did you cope with these feelings? Use an acrostic format to identify coping mechanisms or emotions (choose a word such as support, isolated, silenced, or empower). Organize the words in the following format and horizontally write a sentence or word that relates to the theme.

S _____

U _____

P _____

P _____

O _____

R _____

T _____

Which feelings were the most overpowering? If this isolation was felt in an institutional setting (such as school) were you offered any support? What type of support did you find most helpful? Reflect on your teaching, classroom and the type of support you offer to make ESL students included in the environment.

Support for Parents

Video Excerpt:

In these video clips, ESL students share stories of how their parents require support from schools. We suggest that you watch the sections titled *Support for Parents*, 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:

- What support networks and resources do schools need to communicate with ESL parents?
- How do parents learn about the Canadian educational system?
- How can you provide parents with activities which they can do at home to support their children? (Passing on cultural knowledge and native language, practicing English with the children, homework descriptions)
- What type of information can parents provide that would help for a better understanding of the student (background, previous schooling, language, and culture)?
- What kind of issues are parents coping with which can affect the home?
- Where can parents access language classes or community groups? Are they provided this information by the school?
- How can this information be made accessible (through methods and formats) to parents with low language proficiency?
- What type of support or who can provide parents support to learn about adolescent student attitudes, language, and expectations of parents by schools?

Individual or Group Activity: Time Line

Time: 30 minutes or more

Materials:

Chart paper or white board and markers

The purpose of this activity is to have teachers discuss the types of support networks parents need throughout the year and how they can access this information. Parents are faced the challenge of learning a new educational system as well as the cultural practices within this system.



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 and follow the steps as outlined. 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) As a large group, brainstorm the types of orientation programs parents can be offered in order to familiarize them with the Canadian Educational System. Record the ideas on the board. Areas that can be considered include: administration, teaching methods, subject orientations from the departments, library, ESL teachers, student council, and community groups.
- 2) Next, draw a time line on the board or chart paper.
- 3) Clearly indicate on the time line the following: *Arrival in Canada, First Day of School, First Weeks of School, Mid-Semester, End of Term, End of Year, and Summer.*
- 4) Ask teachers to identify under each heading what parents need know at the times outlined in Step 3. Plot this information on the time line
- 5) Next, ask them what information teachers should be able to provide parents and how it should be provided. Plot this information on the time line
- 6) Once this has been established ask them to consider what other groups (administration, guidance etc...) can provide. Plot this information on the time-line
- 7) Next, discuss how parents can access this information on their own. Plot this information on the time line
- 8) Once completed, copy the time line onto paper, make copies, and distribute it to teachers.

Practicum or In-class Activity: Information Exchange

Time: 30 minutes or more

Materials:

a sheet of paper
pencil



The purpose of this activity is to establish an open line of communication with students and parents. Approach the ESL students in your class and find out if their parents require additional support. Write a letter to the parents providing important information on your course, homework activities, types of assessment you use, the purpose of parent meetings, and your marking scheme. Include suggestions on how they can support their child. Inform parents that they can communicate with you in their home language and that you will have the letters translated. Have your letter

translated by your school board into the parents' home language and send it. Include the sample letter in your portfolio.

Personal Reflection Activity: The Role of Parents

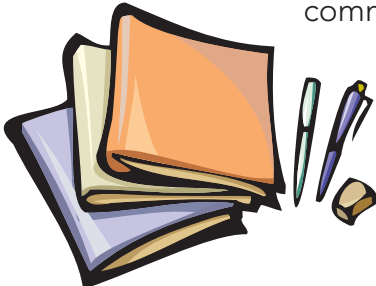
Time: 20 minutes

Materials:

Journal and pencil



Reflect on how you interact with parents. What are your perceptions of a parent's role in a young adult's education. What are your strengths and weaknesses in communication with parents? How could you make parents feel more comfortable? Do you ever have negative attitudes or a lack of confidence in parents' abilities? How can you cope with these feelings?





**IV What do teachers need to
know and do to support
ESL students?**

Background

IV **What do teachers need to know and do to support ESL students?**

This section of the guide provides teachers with background on the research as well as resources for further exploration. Across Ontario, school boards (especially in urban centers such as Toronto) have called for teachers and administrators to re-evaluate English as a Second Language (ESL) programming. Several factors have played significant roles in this change. Demographic trends have shown a rise in the number of students requiring ESL support (Toronto District School Board, 2002). Government funds have not been allocated to make needed adjustments to existing programs based on these demographic changes. As a direct consequence of these budgetary restrictions, students from non-English speaking countries who have been Canadian residents for over three years and students born in Canada do not qualify for ESL support (Bullock, 2000). The existing funding formula based on the provincial government's educational policy and the continued growth of the ESL population in Ontario schools provides educators with a formidable challenge. Since it is unlikely that school boards will be in a financial position to expand ESL programs, various strategies need to be considered to remedy the existing limitations of the system in order to adequately meet these students' needs. The most important consideration is that all teachers need to be language teachers.

In addition, educational reforms (such as the Educational Quality Accountability Office Standardized Tests in Ontario) place tremendous pressure on both students and teachers. These reforms require ESL students not only to master the content-area curriculum but also to become highly competent users of their second language. Therefore, teachers need content and pedagogical knowledge to ensure that they are providing appropriate instruction to all students. Teachers also need to have an understanding of students' countries of origin and their previous educational systems. Professional development in this field must include the knowledge of language acquisition, background information and effective strategies to support teachers' overall practice (Wong-Fillmore & Snow, 2000).

Information on Language Learning

Teachers who do not know the theory behind language learning can 'undermine' a student's confidence (Wong-Fillmore & Snow 2000). There are several factors which need to be considered, including time, materials, methods for learning a language, and the role of the first language.

Research concerning the most effective programs for ESL students highlights the importance and benefits of native language development. Nieto (2002) maintains that bilingual education is generally more effective than other programs such as ESL on its own, even for English language development. However, research on the role of the first language has been virtually ignored by the ministry and teacher education programs (CERIS, 2003). The connection between first and second languages and cultures has also been ignored (Gonzalez & Hammond, 2003).

The ESL teachers in the videos called for an awareness of the length of time required to acquire a second language. Students generally need at least between 5 and 7 years to become academically proficient in a second language (Cummins, 1981; Thomas & Collier, 1997). Cummins (1979) has used the acronyms BICS and CALP to refer to a distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS are related to ESL learners' conversation and fluency abilities. CALP refers to students' competency in understanding academic language appropriate for their grade. Conversational fluency is often acquired within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in the academic dimensions of the second language (Cummins, 1996; Roessingh & Kover, 2002).

A student's first language plays a role in the acquisition of the second language. Allowing students to use their first language in the classroom from time to time serves two purposes. It not only recognizes the value of a student's mother tongue in the dominant culture, it also allows for transfer between concepts. A student who understands that *amor* and love have the same meaning will learn the word quickly. In contrast, the student who must first decipher the concept of love in English and then learn the word will take longer.

Teachers may also be familiar with the process of transfer which takes place when a person thinks in one language and then translates to the other to express the idea. In the translation process students may be using grammar concepts from their first language. For example, in some other languages a time phrase is added to the sentence to indicate the concept of the past instead of changing the form of the verb. It is important that teachers recognize the fundamental difference between learning BICS and CALP so they may support their students even when they have developed oral fluency in English.

The information in this section is not exhaustive but provides a starting point for further investigation. The activities in this section of the guide provide teachers with an introduction to theories about language learning. The resource list indicates materials that can provide additional information.



The ESL Students' Background

To support the academic and adjustment needs of the very diverse students in Ontario schools, teachers should consider taking the time to learn about their ESL students' backgrounds including the structures of their family and cultural values. Educators also need preparation to understand cultural practices, belief systems and life experiences that may run counter to mainstream expectations regarding the role of children and parents as well as the structure of the school system (Bhavnagri & Gonzalez-Mena, 1997).

Immigrant families often experience a cultural transition as parents may be faced with new and different attitudes about child rearing and the role of the child. Consequently, inherent in this transition is a process of accepting some new values, and adhering to some long-held ones while modifying others. Images of schooling and education are socially constructed; parents who have grown up in a different context may find their views differ significantly from those of the teachers and administrators (Clabaugh, 2000). The education terminology often used by teachers assumes previous knowledge about school practices which many immigrant parents do not have (Ovado & Collier, 1998). As a result, teachers and administrators can facilitate new Canadian students' and parents' entry into the school culture by learning about their varied backgrounds and cultures. However, Perkins (2000) argues that a general apprehension and appreciation of cultural diversity is not enough. Teachers who do not know a family's experiences prior to their arrival in a new country can not make assumptions about how those experiences affect the child's and parents' reactions to school. By educating themselves, teachers can lessen the 'intimidation factor' (Holman, 1997, p.37) and extend themselves to build warm and non-judgmental relationships with parents. Furthermore, an increasing number of studies suggest that teachers and schools need to build on, rather than diminish, the contributions students bring to school. In other words, they need to understand and incorporate cultural, linguistic and experiential differences as well as differences in social class, into the learning process (Abi-Nader, 1993; Hollins, King & Hayman, 1994). Above all successful teaching means that teachers must change their attitudes towards language minority students, their languages and cultures, and their communities (Cummins, 1996).

In a similar vein, several of the ESL teachers and students in our videos have requested that teachers take the time to learn about the background, culture, personal histories and previous educational systems of ESL students. A student's experiential background can be used as a 'point of departure' for inclusion in the classroom (Walqui, 2000). An understanding of a child's personal history and education provides insights into a child's academic abilities. In order for schools to provide a welcoming and safe environment for these newly arrived children, it is critical that teachers learn about the cultural, linguistic and historical influences that shape ESL learners' behaviors and attitudes towards education.



Appropriate Teaching Strategies

Currently in Ontario, qualified ESL teachers are unable to provide all the needed programming for ESL learners in their schools. This responsibility is being shared with, or, in some instances, has become the exclusive domain of, mainstream classroom teachers. Upon enrollment new ESL students are either partially or fully integrated into mainstream programs. After a maximum of three years of ESL support, students are usually fully integrated into the mainstream and no longer receive special support as language learners. Consequently teachers — often by necessity- need to augment their existing teaching skills to better serve these children. Currently, a dichotomy often exists between ESL and mainstream teachers' responsibilities. The former usually concentrates on aiding linguistic development and the latter mainly focuses on content instruction. In order to optimize cognitive development ESL teachers should plan for more support in subject matter/disciplinary content learning and mainstream teachers should increase their awareness of ESL students' linguistic needs and support students in developing English language skills.

The following is a summary of some strategies mainstream teachers can incorporate in their lessons.

Content Based Instruction (CBI)

Teachers sometimes assume that ESL students are incapable of participating in content subjects such as science and social studies because of their limited language abilities. However, if we look towards French immersion in schools this is clearly not the case. Students in these programs continue learning content subjects while learning French, their second language (Genesse, 1995). CBI involves the integration of content and language in teaching. The subject matter in Ontario classrooms would be based on the Ontario curriculum and the language skills would be determined by the Ontario ESL Curriculum as well as by the students' needs (Brinton, Snow & Wesche, 1989). In practice this implies that language acquisition can take place in the context of subject matter learning. In content classes, teachers need to focus on language instruction including grammar and vocabulary instruction as discussed below.

Form-Focused Instruction

Findings based on research support an approach to language teaching which calls for the integration of form-focused instruction in content-based and communicative activities. There are two main conceptual approaches to integrating form in CBI, they are: *focus on form* and *form-focused instruction*. Long (1991) defines focus on form as, "any pedagogical attempt to overtly draw students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (pp. 45-46). Spada (1997), defines form focused instruction as:



Any pedagogical effort used to draw the learner's attention to language form either implicitly or explicitly (this may include focus on form). Form focused instruction may invoke the direct teaching of language but it should occur within meaning based (communicative) approaches to L2 instruction. Focus on language can be provided in either spontaneous or predetermined ways. (p. 74)

In short, a focus on linguistic structures can arise incidentally or be a predetermined objective incorporated as part of a meaning focused lesson.

Form focused instruction can be integrated into CBI through cooperative learning strategies. Group work presents students with opportunities to discuss language-related questions as they work toward the completion of their assignment. Collaborative inquiry, using dictogloss and jigsaw activities, can foster a deeper understanding of metalinguistic concepts (Swain, 2001). Moreover, teachers can utilize group discussion activities in their effort to recognize linguistic elements that might need further clarification or consolidation in subsequent lessons. Therefore, research supports the finding, that form-focused instruction in the context of communicative programs can assist in developing academic language proficiency without compromising content learning opportunities (Stern, 1992).

Vocabulary Learning

In CBI classes ESL student success can be greatly increased through vocabulary instruction. This notion is supported by research which has shown a strong relationship between vocabulary knowledge and academic achievement (Echevarria, Vogt & Short 2000). In a CBI class there is place for both explicit and implicit vocabulary instruction.

Explicit vocabulary teaching is an opportunity for the teacher to introduce key terms that are critical to the students' understanding of the subject matter and raise their awareness of particular words so they recognize them in their reading of content material. The teacher can introduce or revise words at the start of a lesson, encourage students to find corresponding words in their L1, demonstrate how each word is used and show the words' significance within context (Echevarria et al, 2000). Teachers can also assign students a vocabulary list to be studied at home and elaborate on the list in the classroom (Schmidt, 2000).

In contrast to learning vocabulary explicitly, vocabulary can also be learned implicitly or incidentally. Implicit vocabulary learning allows students to obtain maximum exposure to a language because it is usually acquired through extensive reading (Schmidt, 2000). As Nation (1999) observes, "to be effective, an extensive reading program needs to involve large quantities of reading at an appropriate level". Studies have found that the more students read, the greater their vocabulary size.



Resources

Books and Journal Articles

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters.

Cummins, J. (1994). Knowledge, power, and identity in teaching English as a second language. In F. Genesee (Ed.), *Educating second language children: the whole child, the whole curriculum, the whole community* (pp. 33-58). Cambridge, UK: Cambridge University.

Echevarria, J., Vogt, E., & Short, D. J. (2000). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights: Allyn and Bacon.

Genesee, F. (1995). *Integrating language and content: Lessons from immersion*. National Center for Research on Cultural Diversity and Second Language Learning. Retrieved 13 July, 2003, 2003, from the World Wide Web:

<http://www.cal.org/ericcll/digest/ncrcds05.html> Helmer, S., & Eddy C., (1996) *Look at me when I talk to you: ESL learners in non ESL classrooms*. Toronto: Pippin Publishing Company.

Nation, I. S. P. (1999). *Learning vocabulary in another language*. Wellington: English Language Institute Occasional Publication.

Roessingh, H. & Kover, P. (2002). Working with younger arriving-ESL learners in high school English: Never too late to reclaim potential, *TESL Canada Journal*. 19, 2, Toronto: Ontario Modern Language Teacher's Association, 1-17.

Spada, N. (1997). Form-focused instruction and second language acquisition: A review of classroom and laboratory research. *State of the Art Language Teaching*, 30(2), 1-15.

Thomas, W.P., & Collier, V. P. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.

Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school*. California: Center for Applied Linguistics and Delta Systems Co.



IV What do teachers need to know and do to support ESL students?

Information on Language Learning

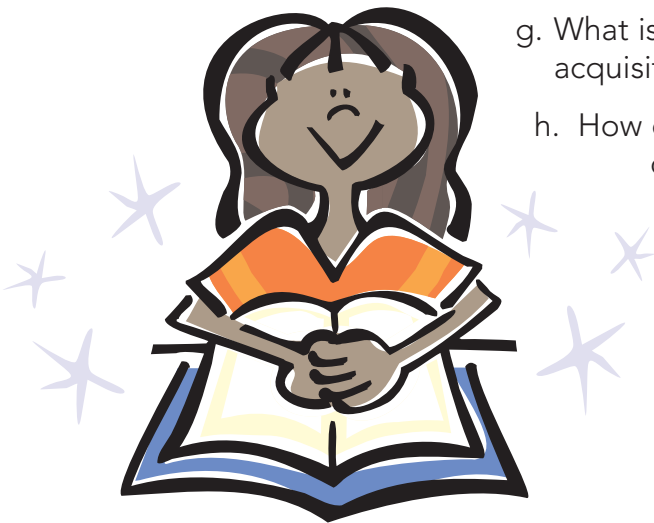
Video Excerpt:

In these video clips, students and teachers discuss the experience of learning English and the challenges they encountered. We suggest that you watch the section titled *Information on Language Learning*, 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:

- What were some of the challenges students faced in learning English?
- What cognitive and emotional issues were students coping with when learning English?
- How long does it take for a student to learn English? Answer: 2 to 7 years
- Have you noticed that students can be fluent in English yet continue to have academic difficulty? Why does this happen?
- What have you noticed about the language learning process?
- What happens to ESL learners once they leave the ESL program? Do all students who exit the programs have high English language proficiency?
- What is the role of a student's first language in their acquisition of a second language?
- How did the students in the video feel about the use of their first language in school?

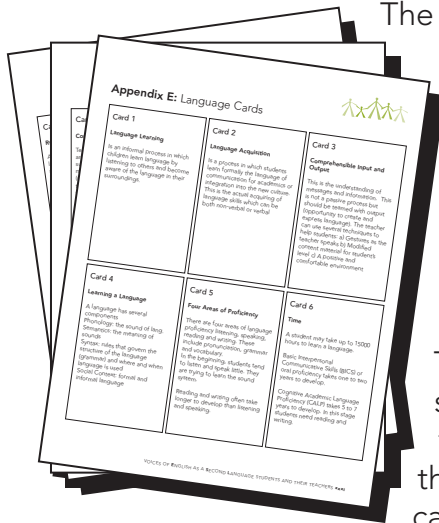


Individual or Group Activity: Theory Cards

Time: 45 - 60 minutes

Materials:

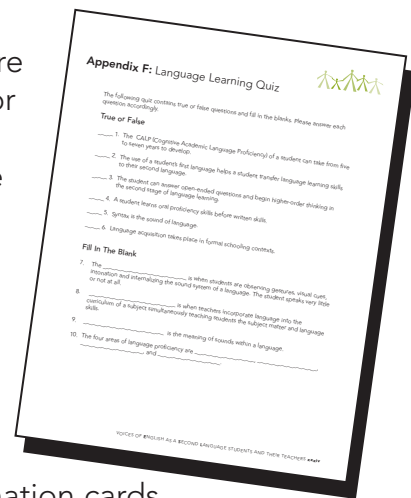
Photocopies of Language Learning Cards from Appendix E
Photocopies of the Theory Quiz in Appendix F



The information has been derived from a variety of sources including Ellen Kottler and Jeffery Kottler (2002) Chapter 3: Understanding second language development, *Children with limited English: Teaching strategies for the regular classroom*, California: Corwin Press.

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 cards and complete the Theory Quiz.



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

- 1) Divide the teachers into groups of three.
- 2) Distribute each teacher the language and theory information cards.
- 3) Ask the groups to shuffle the cards and place them in the middle of the table.
- 4) Next, ask one member from each group to select a card and share the information with their peers.
- 5) The group then has two minutes to relate the concept identified to a personal experience or student.
- 6) The next member of the group selects a card and repeats steps 4 and 5.
- 7) Group members continue until all the cards have been read.
- 8) The facilitator then collects the cards and distributes the quiz.
- 9) Ask the teachers to complete the quiz silently. The facilitator provides the teachers with the correct responses via overhead, discussion, or feedback about personal experiences.



Practicum or In-class Activity: Observation

Time: 30 minutes

Materials: None

The purpose of this activity is to observe the type of language and language learning strategies used by your students. If you are a practicum teacher discuss with you host teacher if it is appropriate for you to complete Part B of this activity.

Part A: Observe your ESL students to notice how they learn the language through a subject. Reflect on the progress that they have made since you first met them. Observe how other students in the class interact with the ESL students. Observe how students interact in non-formal environments as well. Can you find examples of students learning language from their peers?

Part B: The next part may be intimidating for some students because you will be asking them to share their class/binder notes. Only pursue the second part of this task if you feel students will be comfortable with sharing this information. Explain that you are studying how languages are learned. Explain that you would like to learn how to help ESL students improve their 'note taking'. What type of information are they recording? How often do they translate the materials into their first language? Can you structure your lessons to help students with their note taking and language learning (for example, a new vocabulary box at the top of each page)?

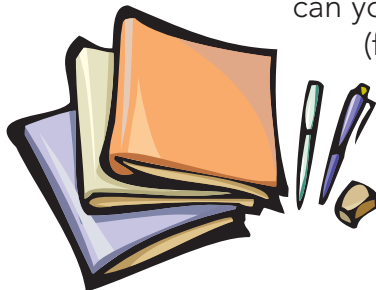


Personal Reflection Activity: Foreign Language Learning

Time: 30 minutes

Materials:
Journal and pencil

In your journal, reflect on your experiences of learning a foreign language. How did you learn the language? What techniques or strategies helped you? Reflect on the kinds of activities that your teachers gave you. Were they cognitively demanding? Were they context embedded? How do you provide your ESL students with cognitively demanding and context embedded activities? If you haven't yet, can you adjust your teaching to fulfill these types of activities for (for example, vocabulary box on the board, modified reading activities...)?



If you have never learned a foreign language, watch the news in another language. How did you decipher what they were saying? What were your clues?



Information about ESL Students' Background and Culture

Video Excerpt:

In these video clips, students and teachers discuss the importance and impact of a student's history on their education. We suggest that you watch the section titled *Information about ESL Students' Background and Culture*, 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:

- What were the main ideas that students and teachers discussed in the video?
- How were the relationships between teachers and students in Canada different than that of their home country?
- What type of information would you like to know about your students' background?
- How can teachers incorporate the cultural diversity of their classrooms into the school?
- Do textbooks, tests, and other course material account for students' backgrounds and cultures? If they do not, how might they be incorporated?
- Where can teachers gain access to information on a student's background or culture?

Individual or Group Activity: Educational Systems

Time: 30 minutes

Materials:

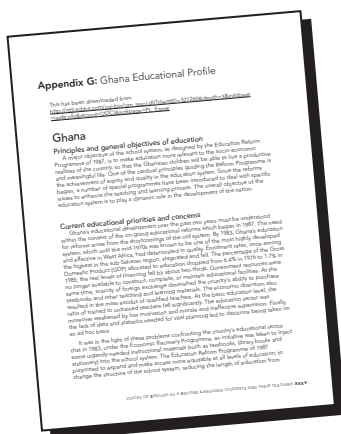
Access to computers and the website of the International Bureau of Education

<http://www.ibe.unesco.org/International/Databanks/Wde/wde.htm>

Or

Appendix G: Ghana Educational Profile

The purpose of this activity is for teachers to access a resource in which one can learn about the various educational systems in the world.



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. Access the website and answer the questions listed in Step 1.

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

- 1) Gain access to computers. If this is not possible use the sample documents provided in Appendix G to generate discussion. Write the questions listed below on the board.
 - What type of educational systems does the country have?
 - How are the grade levels divided?
 - What percentage of children go to school and at what age do they go to school?
 - What is covered in the curriculum?
 - What percentage of females are in higher education?
 - Can you find any information on teachers or teacher education programs?
- 2) Have the teachers go to <http://www.ibe.unesco.org/International/Databanks/Wde/wde.htm>
If they can not access this link locate the International Bureau of Education website and enter their databanks site. Click on 'Access to Databanks' to look at country profiles and reports.
- 3) Have each teacher select a country of their interest and answer the questions on the board. Depending on your environment it may be easiest to create a handout for teachers of the Step 1 questions.
- 4) After the teachers have responded to the questions, discuss what they have learned and how an individual's previous education impacts integration into the Canadian system.

Practicum or In-class Activity: Learning and Sharing

Time: 20 minutes or more

Materials:

Photocopies of Appendix H: Imagine Activity

Part A: Use discussion with students in your class to learn about different educational systems. If you are a teacher candidate you may choose to try this with your pre-service peers. Create a resource list for yourself: the countries represented in your classrooms, educational systems, and the various languages.



Part B: Try the 'Imagine Activity' in Appendix H with your students. Use the activity as suggested or have the children work in groups to create a song which reflects their personal history. If possible have two children from different backgrounds work together to exchange information.



Personal Reflection Activity: Memories

Time: 20-30 minutes

Materials:

Journal and pencil

The following story is a poem written by an ESL learner, Chris Truong from Vietnam, on his past:

My childhood was broken
Broken by war.
Every day there were
Trucks carrying machine guns
Tanks gliding heavily.
Carts carrying corpses
Down the dusty road.
Men with broken legs
Leaning on crutches.
Blood flowing from wounds
Like lava out of volcanoes.
Mothers calling for their children
Children calling for their mothers.
Shattered buildings
I am willing to trade
My childhood
For anything else.



Reflect on your life and your education. How have events in your life affected your education? Can you think of an incident in your life in which someone's knowledge of your personal history has made a positive or negative impact in your life? What type of information are you willing to and willing not to share?



Appropriate Teaching Strategies

Video Excerpt:

In these video clips, students and teachers discuss appropriate teaching strategies that teachers can use in the classroom. We suggest that you watch the sections titled *Appropriate Teaching Strategies - Advice from Teachers and Advice from Students*, stop the video at the end of the section, and then complete the activities below. A screen will indicate when you should stop the tape.

Discussion Questions:

- a. What teaching strategies did the teachers and students suggest?
- b. Why were students embarrassed by their teachers' attention? What alternatives did they suggest?
- c. From your experience, is there anything missing from the suggestions provided?
- d. How can course content be modified to fit the needs of your students?
- e. What are the benefits of providing students with oral and written feedback?
- f. What modified assessment techniques can teachers use to help ESL students (projects that are divided into phases, etc...)?
- g. Are you familiar with the ESL exemplars across the curriculum for Grades 9-12? Are you familiar with the Ontario Curriculum exemplars for Grade 9 and Grade 10 subjects (such as Grade 9 Mathematics)? These are samples and strategies specific to ESL students and the Ontario curriculum. They include sample of students' work at each level and modified rubrics for teachers. They are provided by the Ontario - Ministry of Education and available on-line at <http://www.edu.gov.on.ca>.
- h. If you answered yes, how do you use these exemplars in your lesson planning? If you answered no, visit the Ministry website <http://www.edu.gov.on.ca> for more information.

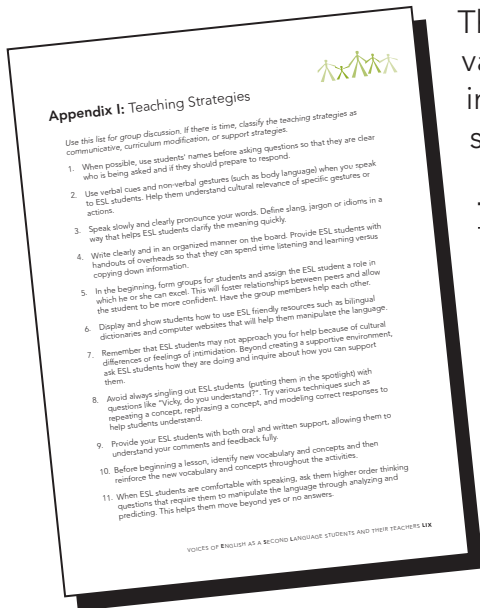


Individual or Group Activity: Appropriate Teaching Strategies

Time: 30 minutes

Materials:

Photocopies of Appendix I: Teaching Strategies



The purpose of this activity is to introduce teachers to a variety of teaching techniques and have them incorporate some of their own best practices into a scheme.

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. We suggest reflecting in your journal in place of group discussion. Read through the list provided and apply it to problems that have arisen in your class.

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

- 1) Divide the teachers into groups of two or more.
- 2) Introduce the list of techniques and explain that teachers will read through the list and apply the best practices to solving one of the scenarios.
- 3) Teachers will share stories of their classroom experiences and their colleagues will provide suggestions on how to support students. Ask teachers to incorporate at least one of the techniques from the list into the solution.

Practicum and In-class Activity: A Lesson A Week

Time: 20 minutes

Materials:

Lesson planner and Appendix I: Teaching Strategies



The purpose of this activity is to help infuse new ESL strategies into lesson plans and daily practice. You will need a copy of the list from Appendix I. If you are a pre-service teacher, plan to incorporate a new strategy for each week of your practicum. The first step is to identify which strategies you would like to add or improve. In your 'Lesson Planner' write in one



strategy at the top of each lesson. Make an effort to incorporate this new strategy into as many lessons as possible during the week. Continue until it becomes daily practice.

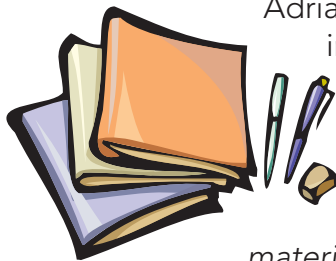
If you already incorporate the strategies listed, access the ESL Infusion website and share your expertise. Visit <http://www.eslinfusion.oise.utoronto.ca/teachingideas.asp> to add more teaching ideas or <http://www.eslinfusion.oise.utoronto.ca/stories.asp> to share your ESL story. Browse the sight to see if you additional information to contribute such as adding a scenario or feedback on effective techniques for teachers.

Personal Reflection Activity: The Advantage of A Problem?

Time: 20-30 minutes

Materials:

Journal and pencil



Adrian Underhill in his chapter titled, *Facilitation in Language Teaching*, introduces the language teacher to several personal reflection activities. The following is one reflection activity from the chapter. Record your response in your journal.

“Take a problem that you have at the moment in one of your groups (a learner who is difficult for you, lack of materials or equipment, a conflict in a group....).” Which components of the problem are ‘out there’ and which are ‘in here’? And which can you change in some way, and which can you not change? Of the aspects of the problem that you cannot change, can you find a different, outlook, another viewpoint from which the problem looks different? Can you turn a problem into an advantage?”

Source: Underhill, A. (1999). Facilitation in language teaching. In J. Arnold (Ed.) *Affect in language learning* (pp. 109-124). Cambridge: Cambridge University Press, 109-124.

Notes

A series of horizontal dotted lines for writing notes.





V What do teachers need to know and do to support ESL students?

Background

What type of programs do schools offer ESL students?

ESL Programs

It is important that all teachers be aware of the type of ESL instruction a student is receiving and how the ESL curriculum relates to the content curriculum (Becker, 2001). Programming dynamics which work against the ESL learner include fragmented school days, departmentalized programs, age-gender inflexibility, and streaming (Walqui, 2000). It is important to share information on what needs are and are not being met in the various programs (Morales-Nadal, 1991). According to the interviewees in the video, the ESL classroom was seen as a safe haven away from the chaos of the mainstream classroom. Schools should critically examine why ESL classrooms are considered safe havens while mainstream classrooms are often not. Through the video we introduce teachers to a number of successful exemplary ESL programs in the Toronto District School Board. We encourage viewers to reflect on the structures and programs in their school to determine which areas could be improved to support ESL students.

Newcomer Programs

ESL students may be at risk for academic failure and early drop-out because of weaknesses in literacy skills, English language skills or academic skills (Genesee, 1999). Many schools now run newcomer programs that meet the unique needs of a diverse ESL population. The goals of a newcomer program may vary from school to school depending on the needs of the ESL population, the resources available, the educational goals and the staff available (Genesee, 1999). There is no "one-size-fits-all" program. However, in general, the goals of newcomer programs include the following: 1) receive new students in a way that puts the student at ease; 2) help students to develop basic English language skills; 3) help students develop academic skills; and 4) assist students in becoming acculturated to their new environment (Genesee, 1999). Some schools may offer a full-day program for absolute beginners that includes content classes. Others may offer a one or two-hour a day program where students are integrated into the mainstream for the rest of the day. In other schools, an ESL teacher may be assigned to support ESL students in the mainstream class in such a way that they never leave the regular classroom to receive ESL instruction.

Sheltered Instruction

Sheltered Instruction is a particular model of content based instruction as previously described in the “Teaching Strategies” section of this guide. The main elements of a sheltered language classroom include the following 1) units designed for ESL learners exclusively, 2) classes taught by an ESL or mainstream teacher, and 3) a content course syllabus with corresponding curricular expectations appropriate to the grade level, 4) language modified to suit the needs of students, and 5) commercial texts and other meaningful resources (e.g., newspapers/magazine articles, videos, Internet resources and books) selected with sensitivity to optimize the proficiency level of students (Britton et al., 1989). Programs such as these have different names in school boards across Canada. In the Toronto District School Board there are several types of sheltered programs including the following: 1) a Literacy Enrichment Academic Program (LEAP) program offered in some elementary and middle schools, 2) English Literacy Development (ELD) for high school students, and 3) ESL subject matter course such as ESL History or ESL Science in certain high schools with a large ESL population.

Partial Support in Elementary and Middle Schools

Typically in elementary and middle schools in Ontario, students receive partial support from an ESL teacher on a daily basis. The level of support greatly depends on the ESL staffing allocation at the particular school. In contrast to secondary schools, where the ESL curriculum is policy, the document published by the Ontario Ministry of Education on ESL for elementary schools is a Resource Guide. This means that schools are not legally required to provide ESL support to students from a qualified ESL teacher. ESL support can be delivered by mainstream teachers. Because of the lack of specific requirements for ESL programming in elementary schools, some principals have chosen to use their ESL teacher allocation creatively. In other words, the ESL teacher may be used to reduce class sizes or to avoid a split grade (E. Coelho, personal communication, June, 2003). As a result, mainstream teachers often find themselves without support in providing an ESL program for their students.

High School ESL/ELD Courses

According to the Ontario Curriculum, secondary schools in Ontario are required to provide ESL and English Literacy Development (ELD) courses that range from beginner level to advanced level. Students would typically take one ESL/ELD course, supplemented with sheltered content or mainstream courses depending on their level. They may also receive intensive, partial or tutorial support. There are five levels of ESL courses ranging from a course for total beginners to the fifth level which provides a bridge to regular secondary level English courses. There are four levels of ELD courses for students who have had limited access to schooling in their first language. These courses range from introducing literacy skills to preparing students to continue education in the mainstream or the workplace.



The activities in the guide help teachers explore the programs listed above as well as a range of extracurricular and support programs. The key to successful programming is the involvement of all levels in the school system — administrators, teachers, parents and students.

Resources

Books and Journal Articles

Genesee, F., (Ed). (1999). *Program alternatives for linguistically diverse students* [Educational Practice Report No. 1]. Center for Research on Education, Diversity and Excellence. Retrieved from the World Wide Web:
<http://www.cal.org/crede/pubs/edpractice/EPR1.pdf>

Miramontes, O. B., Nadeau, A., & Cummins, N. L. (1997). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College Press.



V What types of programs do schools offer ESL students?

ESL and Extracurricular Programs

Video Excerpt:

In these video clips, students and teachers discuss academic and extracurricular programs offered by their school for ESL students. We suggest that you watch the section titled *ESL Programs*, 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:

- What type of programs does the school in the video offer students? Are there any similarities or differences in the programming at your school?
- How long are ESL students funded by the board and what happens to students who fall outside of the funding bracket?
- Why do ESL students perceive their ESL classroom as a safe-haven?
- What happens in the ESL program at your school? How are you included or excluded in the programming?
- How can teachers and schools help students make the transition from the ESL classroom into the mainstream classroom?
- What happens to students who have basic English proficiency but are almost adults? How can teachers help these students?
- What type of extracurricular programs help students? Why do they help students?
- How does timing of these activities (lunch or after-school) affect participation?
- Does your school have any of these program? If not, how can you initiate support to introduce a new program?



Individual or Group Activity: Programs

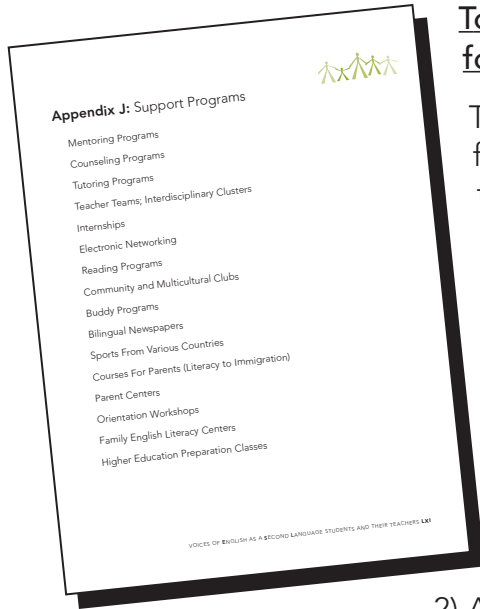


Time: 30 minutes

Materials:

Overhead of Appendix J: Support Programs

The purpose of this activity is to introduce teachers to a variety of support programs for ESL students.



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 list of programs from Appendix J.

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

1) Introduce the overhead which has been adapted from Tamara Lucas' (1997) *Into, through and beyond secondary school: Critical transitions for immigrant youth*, IL: Center For Applied Linguistics and Delta Co., 141-240.

- 2) Ask the teachers to try and define the various programs on the overhead. Ask them to specify which ESL components they would have for parents, students, administrators, teachers and the community.
- 3) Record the ideas on an overhead sheet, the board, or a piece of chart paper.
- 4) Rank the programs using the following rubric:

A	A for absolutely essential
B	B for beneficial
C	C for complimentary

- 5) Ask teachers to explain their rankings and to compare the list with the programs represented in their schools.

Practicum or In-class Activity: Program Bulletin Board

Time: 60 minutes

Materials:

Bulletin board materials



Practicum: The purpose of this activity is to have teachers find out about the programs and opportunities for their students. With your class or on your own, find out about the various ESL programs offered at your school. Often programs may seem daunting to the ESL student or they may not be familiar with the variety of programs offered within a school. Suggest to the school newspaper to include a column for ESL students or one that will distribute interesting program information. Use

bulletin board or wall space (inside or outside of your classroom) to let the school know of the new column and the variety of programs offered for students. For those who have basic English, incorporate artwork, underline relevant words, provide simplified definitions and use modified language to target students of all levels of proficiency.



Practicum or In-class activity: Start Small but Think Big

Time: 30 minutes or more

Materials:

Paper, pencil, a Yellow Pages directory, phonebook or the Internet

Make a difference in the lives of ESL learners in your school. Make an action plan for a mini-project such as a foreign language book collection for your library. Many organizations would be more than happy to help. Use the phone book to locate these organizations. Contact community groups, embassies, or schools from the home country to see if you can make the initiative happen on a zero (0\$) dollar to limited budget. Details in the action plan can include:

- The purpose of the project
- The time line
- Those involved
- The resources required
- The support network and contacts



Personal Reflection Activity: Help or Hinder

Time: 20-30 minutes

Materials:

Journal and pencil

In your journal respond to the following questions about programs:

- Do you feel that ESL programs help or hinder students' growth?
- Whose responsibility are ESL programs?
- Is it a priority?
- How much time or funding should be invested?
- What is the role of the classroom teacher?



Notes

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Appendices