

# Introduction

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

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

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

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

## Background information and resources ▼

### Background

#### Who is the ESL learner?

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

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

#### Immigrant and Refugee Experiences

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

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

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## Information about video excerpts ▼

### Who is the ESL learner?

#### Immigrant and Refugee Experiences

##### Video Excerpt:

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

##### Discussion Questions:

- What are some of the main reasons given by students for immigrating to Canada? Can you think of additional reasons for immigration?
- How might the reasons for immigration to a country differ from that of seeking asylum as a refugee? What are the similarities?
- What information do you need about your ESL students' background in order to understand their experiences?
- How would you obtain information about ESL students' (residency) status in Canada?
- What problems do you think you might encounter obtaining this kind of information?
- What difficulties do students experience in moving to Canada? How might the immigrant experience differ from the refugee experience?
- What are the major changes in the students' lives?
- What might be stressful for new immigrant/refugee students at school? What can teachers and/or administration do to reduce the stress these students are experiencing both in and out of school?
- How can teachers and administrators learn more about the issues facing ESL students?



## Discussion questions

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## Individual or workshop activity ▼

## Estimated time of each activity ▼

## Personal reflection activity ▼

## Material required ▶

### Individual or Group Activity: Part A - Immigrant Versus Refugee Experience

Time: 30-40 minutes

Materials: Photocopies of Appendix A: Immigrant and Refugee Comparison Grid

The purpose of this activity is to explore reasons for immigration or taking refuge in a new country as well as to acquaint teachers with the similarities and differences between the immigrant and the refugee experience. The refugee experience can be a turbulent process shadowed by uncertainty. Students may have lived in countries plagued by war, famine and/or other hardships. Their families may have been forced to flee in order to survive. Immigration has more of an element of choice and security.

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 the group discussion. Complete steps 3 to 5. Once you have completed the activity, ask your students for feedback on your ideas. You can record your findings in a two-by-two grid similar to the one provided below (Appendix A).

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

- 1) Divide the teachers into groups of two or three.
- 2) Give each group a photocopy of Appendix A.
- 3) Instruct the groups to record their opinions on the grid.
- 4) Ask each group to compare the immigrant experience to the refugee experience.
- 5) As a group discuss the implications the immigrant and refugee experience would have on a child's schooling.

#### Copy of Appendix A for the Facilitator

Refugee	Advantages	Disadvantages
Home country	<i>e.g. family, friends</i>	<i>e.g. fear of persecution</i>
Host country		

  

Immigrant	Advantages	Disadvantages
Home country		
Host country		

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### Individual or Group Activity: Part B - Culture Shock

Time: 20 - 30 minutes

Materials: Overhead transparency of Appendix B: Four Stages of Culture Shock

Appendix B: Four stages of culture shock has been adapted from Brown, H. D. (2000) *Principles of language learning and teaching*, Fourth Edition, Prentice Hall Regents p.184-5.

The purpose of this activity is to familiarize teachers with the four stages of culture shock in general and the arrival in their new host country. ESL students might experience upon arrival in their new host country the disorientation that

To complete this activity

The steps you will follow through the steps and reflecting on your pen journal to record your

To complete this activity follows these steps:

- 1) Ask the teachers culture shock.
- 2) Invite teachers to rest of the group
- 3) Place the transparency teachers to read
- 4) Invite teachers in another country to share the experienced acquisition process
- 5) Ask teachers them on the about what
- 6) Discuss the performance

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### Copy of Appendix B for the Facilitator The Four Stages of Culture Shock

It is common to describe culture shock as the second of four successive stages of culture acquisition:

**Stage One-** is a period of excitement and euphoria over the newness of the surrounding.

**Stage Two-** culture shock- emerges as individuals feel the intrusion of more and more cultural differences into their own images of self and security. In this stage individuals rely on and seek out the support of their fellow countrymen in the second culture, taking solace in complaining about local customs and conditions, seeking escape from their current predicament.

**Stage Three-** is one of gradual, and at first tentative and vacillating, recovery. This stage is typified by what Larson and Smally (1972) called "culture stress"; some general progress is made, slowly but surely, as individuals begin to accept the differences in thinking and feeling that surround them, slowly becoming more empathic with other persons in the second culture.

**Stage Four-** represents near or full recovery, either assimilation or adaptation, acceptance of the new culture and self-confidence in the "new" person that has developed in this culture.

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

Time: 60 minutes

Materials: None

The purpose of this activity is to help teachers learn about their students' life experiences through informal interviews. If you are a practicum student you may not have access to ESL students and wish to interview colleagues in your classroom or family in place of students. Take time to talk with each student or colleague on a one-to-one basis during a quiet time in class, recess, lunch or after school. Ask your interviewees:

- how they feel about moving to Canada,
- how they feel about leaving their home country,
- the difficulties they are having in adjusting to Canadian life and for them
- how you might be able to help make this adjustment process easier

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## Practicum or in-class activity ▶

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

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

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## The Video and Guide on Your Own

### Option 1 1 hour or more



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

### Option 2 1 hour or more



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

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## The Video and Guide In a Workshop

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

### During Lunch or In Class



### Option 1 30 minutes - 1 hour

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

### After-School or In Class



### Option 2 Two hours

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



### Option 3 Full Day ( 6 hours)

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

#### A Full-Day

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