

## CLB-Referenced and Other Resources for Supporting Learners from Backgrounds of Trauma

### *Migration, Trauma and Mental Illness: Implications for Language Learning*

This [paper](#) was authored by Allyson Eamer (Faculty of Education, UOIT) in 2018. It examines the impacts of language learning on the vast number of international involuntary migrants in the world today; specifically, how these migrants are affected by the accessibility of language classes, the degree of motivation for language learning, and the state of mind/ability to learn. Instructors, therefore, must put a focus on the life circumstances of the learner including factors related to migration, resettlement and wellness. Each of these factors has implications for one's motivation, access and ability to learn a language.

### *Beyond Trauma: Language Learning Strategies for New Canadians Living with Trauma (Resource)*

This [comprehensive resource](#) in PDF format was developed by Diana Jeffries and Amea Wilbur for the Language Instruction Support and Training Network (LISTN). It provides approaches, strategies, and language goals for the English as an Additional Language student who has experienced trauma. The guide includes a framework that highlights three themes:

- Control
- Connection
- Meaning

These themes move from the individual to the relational and then to reflection on how students with trauma see themselves belonging in the greater community.

There is a teachers' guide and student materials for each of the three themes which are divided into three distinct units, consisting of strategies and approaches to support people with trauma. They offer instruction, things to consider, and activities and techniques to support your work as an English language teacher.

Each unit contains three distinct lesson plans based on the Canadian Language Benchmarks 1 – 3, and include both skill (for the four skills) and language building (grammar, sentence structure and vocabulary), as well as extension projects and activities. Included also in the resource are suggestions for teachers working with PBLA. Since PBLA can affect learners with trauma, these suggestions can help teachers to better support students who have experienced trauma. The individual sections of the resource are:

- Beyond Trauma Context
- Beyond Trauma – Fostering Control – Teachers Guide
- Beyond Trauma – Fostering Control – Student Materials
- Beyond Trauma – Making Connections – Teachers Guide
- Beyond Trauma – Making Connections – Student Materials
- Beyond Trauma – Finding Meaning – Teachers Guide
- Beyond Trauma – Finding Meaning – Student Materials

### *Beyond Trauma: Language Learning Strategies for New Canadians Living with Trauma (Webinar)*

The presenters, Diana Jeffries and Amea Wilbur, begin this webinar with a brief discussion of inclusive classrooms. They highlight a framework that can be used to support individuals who have experienced trauma, then look at strategies and approaches that can be used to support the framework including kinesthetic learning techniques and ways of creating pathways to community involvement.

[https://tutela.ca/Event\\_18478](https://tutela.ca/Event_18478)

(this one-hour long video is available only to members of Tutela.ca\*. If you are a member, first log into the site, then copy-paste this address in the URL bar to access the webinar page)

\* [www.tutela.ca](http://www.tutela.ca) is a national online community of ESL/FSL professionals who are Canadian citizens, landed immigrants or employees in a Canadian organization

### *Trauma + Second Language Learning = Alternative Pedagogy*

This [blog contribution](#), written by Maria Margaritis, details science-based evidence to help identify and act on symptoms of stress expressed by students. In turn, lessons can be enhanced to help students feel a sense of control and empowerment to reduce stress, and in turn help them learn language. (Length: approximately 1200 words)

### *Teaching Strategies that Address Trauma and Resilience/Learning, Trauma and Resilience*

These two short videos, featuring Dr. Jean Clinton, provide important information to support students who have experienced trauma. Here are the links to both videos:

- [Teaching Strategies that Address Trauma](#)
- [Learning, Trauma and Resilience](#)

### *Trauma and the Adult English Language Learner*

This [digest](#), produced by Janet Isserlis of Literacy Resources/Rhode Island, describes trauma and abuse in immigrant communities, discusses the effects of trauma on learning, and suggests ways in which practitioners can modify their practice to facilitate learning among victims of trauma and violence. (Length: approximately 1300 words)